

**CONTENT ANALYSIS OF 5TH CLASS TEXTBOOK OF
THE SOCIAL STUDIES WITH REFERENCE TO
PROVISION FOR CIVIC SENSE**

BY

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
ISLAMABAD**

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**CONTENT ANALYSIS OF 5TH CLASS TEXTBOOK OF THE
SOCIAL STUDIES WITH REFERENCE TO PROVISION FOR
CIVIC SENSE**

By

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Candidate of Master of Philosophy at National University of Modern Languages do hereby declare that the thesis “Content analysis of 5th class textbook of the Social Studies with Reference to Provision for Civic Sense” submitted by me in partial fulfillment of M Phil Degree, is my original work, and has not been submitted or published earlier. I also solemnly declare that it should not, in future, be submitted by me for obtaining any other degree from this or any other university or institution.

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Ayesha Sarfraz

Dedication

To my late Grandmother (Nenu)

Abstract

Thesis Title: Content Analysis of 5th Class Textbook of the Social Studies with Reference to Provision for Civic Sense

Social studies textbook has a major role in promoting civic values, traditions, and culture among the students. Keeping this in view, the objectives of the research study were: i) to assess the Social Studies textbook of 5th class with reference to provision for Civic sense; ii) to analyze the textbook (text, pictures, questions, and activities) of Social studies with an orientation to Citizenship/Democracy; iii) to analyze the textbook (text, pictures, questions, and activities) of Social studies in the context of National Identity; iv) to assess the textbook (text, pictures, questions, and activities) of Social studies with reference to Diversity/Social Cohesion. The analysis of the 5th class Social studies textbook (text, pictures, questions, and activities) was carried out with the help of William D. Romey's analysis technique. It was found that the content of the 5th class Social studies textbook was most focused for inculcating Diversity/Social Cohesion among the students. While the content dealing with Citizenship/Democracy was less focused as compared to Diversity/Social Cohesion. The National identity content's provision was least focused as compared to other two components. The results showed that the whole textbook's questions, pictures, and activities were sufficient but the text promoting the Civic sense was found least focused. It is recommended to increase the text in the textbook regarding National identity as it was found lowest among others. It is also recommended to increase the text related to civic sense along with pictures, questions and activities. As it will be helpful for students to work in a harmony for the prosperity of the country in the future.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Social Studies encourages children to settle on educated and contemplated choices for the public good as citizens of a socially diverse, fair society on the planet. The social studies textbook is one of the sources of transferring civic values, dispositions, and attitudes in the minds of the children. It helps them to prepare for practical life. Those people who arrived in Pakistan from India viewed themselves as sufficiently blessed back in 1947. There were millions of other people who were struggling battle yet could not make it to Pakistan for unescapable motives. Pakistan came into being in the name of Islamic ideology.

No one is born civilized. It is a battle and a feeling that makes one humanized and delegate of good manners. Civic sense suggests social values and entrusted ethics. For example; keeping roads, paths, and open places clean; throw the garbage at the assigned places. It reflects the real character and shows the responsibility of any person. It incorporates understood principles of society that help it with running effectively without someone staggering on someone else's toes. Researchers like Hina (2011) have inferred that the study entitles a provision in the textbook of Social studies concerning the capability of Civic learning. The textbook just featured the concerning development of government foundations and the history of Pakistan. Citizenship education passes on the commitment of engaging the young ones to develop their social and political characters; acquire the aptitudes to become dynamic individuals in the public field, and attract others dependent on the concern. Student's acquiring of information about, and their

improvement of and comprehension of key ideas in civics and citizenship is broadly observed as a significant capacity of most training frameworks. In Pakistan, children are not having an approach to their civic rights and in reply contentment of duties is being ignored by them. Citizenship has a vital role in making standardized culture. Wherever the concept of citizenship is confusing, it encourages other personalities and odd behavior. Pakistani children are not familiar with their citizenship status, civic rights, and duties, owing to their lack of knowledge and awareness of the concept. Civic studies is very important to promote awareness about citizenship, but the position of this important topic is “optional” in Pakistan at higher secondary classes, and children do not even know about the word “Civic”.

Civic sense is a consideration for the norms of society. It includes respect for the law and the ease and feelings of others and maintaining etiquette while dealing and interacting with others. Parray (2014) determined in his article that Pakistan's democratic-based framework and law-based organizations will show up at the level of adequacy and smooth achievement in the wake of holding and clearly with the smooth working of governments in power. Civic Sense is tied in with having thought for a kindred person. It implies being well mannered; demonstrating thought to older, ladies, kids and handicapped individuals; driving in one's path without honking; tossing someone else trash in dustbins; do smoke on just at assigned spots. One aspect of civic learning and developing civic awareness among students and children is through the teaching and schooling environment.

National identity begins with a shared belief in the legitimacy of the country's political system, whether or not that system is democratic. As defined by (Shafqat, 2009) that conservative or traditional citizens dismissed a blended model of Pakistani national identity and contend that since Muslims are in the majority, they ought to appreciate a greater number of rights than Non-Muslim.

National identification is the nature of the citizen or the feeling of having a position with one state or nation. National identity is characterized as the feeling of one's availability and eagerness to accept citizenship obligations and the conviction that one person can bring the change. The extreme look of national identity is prejudice, which alludes to the firm confidence in the nation's predominance and outrageous reliability toward one's nation (Youniss, 2011). There are theories like Pakistani as a nation are failed to obtain the status of being Muslim and being Pakistani. They are confused between the national identity of the country and Islamic identity.

Social cohesion is defined as the willingness of members of a society to cooperate to survive and prosper. Social cohesion contributes to a wide variety of social outcomes such as health and economic prosperity. Khan (2016) expressed that the country is encountering declining Social cohesion. There shows up confusion in the nation. Amusingly, there is a division between the establishment and political government on some global matters. This parceled approach is an enticing sign for the hostile forces. These contradicting segments try such weak goals in the overall population for achieving their tendencies. The nation can change into a gathering and over the long haul, become a herd if the current political unsettling steady unnoticed for a more drawn-out time. Khan further referenced that there is much for Social cohesion and regard for diversity in Pakistan. The researcher is about to check that on which terms and conditions he had concluded this statement.

Act (2018) defined that Civic education implies the arrangement of data and learning encounters to prepare and engage residents to participate in vote-based processes. Act (2018) further describes that the fate of Pakistan and its 200 million citizens relies upon the coherence of majority rule administration implanted in matchless quality of the Constitution and that developing civic sense

is a significant instrument to give individuals scholarly setting and overdevelop fundamental abilities in them to effectively and adequately take part in this national interest.

Civic Sense did not simply mean complying with the law and keeping the city streets clean. There is significantly more to it. As Reichert (2016) mentioned that civic sense is nothing but ethics to be followed by the people in the general public. Civic understanding should deter political alienations. The results were discussed regarding its importance for civic education and learning of citizenship. Wei (2010) found in his study that China incline to transfer understanding and services in citizenship training, however UK teachers choose to focus on morals and participation in classroom conversation related to civic education.

1.2 Rationale of the Study

Unfortunately, it has been observed that we as a nation are lacking in the Civic sense. A lot of people assume that civic sense is just about keeping the roads, streets, and public property clean or follow the traffic lights. But the civic sense is more than that. It has to do with law-abiding, respect for fellow men, and maintaining decorum in public places. Inequality, illiteracy, lack of rule of law, violence, terrorism, extremism, intolerance, road rage, etc., are all examples of lack of civic sense. People are becoming less and less tolerant of each other's religion, cultures, backgrounds, and other similar traits. There is a lack of interest in the democratic process by this youth of the country. Students do not think that this process is important because the democratic governments do not sustain for a long time in Pakistan. According to general elections 2018, only 46 million youngsters participated in general elections. People of Pakistan are no doubt brave and intelligent but in recent years, there have been so many cases that were reported regarding caste and religious matters.

Pakistan is a diversified country as there are so many cultures in every region of Pakistan. It is the home of different communities. There was a period in Pakistan until the 1970s that the Civic as a subject was taught to our students at school and higher secondary levels. Gradually civic education nearly evaporated in thin air, and a distorted view based on self-righteousness of Pakistan Studies and religious education crowded other subjects out. It has been over four decades now that we have seen a creeping and insidious destruction of civic sense in our society.

Early age educational level is a time where students can learn, grasp and implement so many things at a same time. They got curious when they learn something new and they want to know more about that. That is why the researcher has conducted this study. This study is also helpful for students to take social responsibilities and to participate in social work. If things are getting gradually disappear like that then the textbook analysis is a need of time. Developing Civic sense is not simply the inculcation of some concepts from the student's families, but to inculcate through the curriculum as well. This cannot be achieved without taking into account the following elements: appropriate content (textbook or Audio/Visual aids), teachers' and students' roles, and classroom activities.

1.3 Statement of the Problem

To check that Pakistani children are aware of their rights and duties, their surroundings, and how do they respond to diverse people of the country, an effort has been made to understand the role of Social studies textbooks in giving awareness about the concept of Civic sense (Citizenship/Democracy, National Identity, Diversity/Social Cohesion). The national curriculum for the 5th class considers Civic sense as one of the main elements of the Social studies textbook. That is why the research study was aimed at analyzing the 5th class Social studies textbook content with reference to provision for Civic sense.

1.4 Objectives of the Research

Following were the research objectives of this study.

1. To assess the Social studies textbook of 5th class with reference to provision for civic sense.
2. To analyze the textbook (text, pictures, questions, and activities) of Social studies with orientation to Citizenship/Democracy.
3. To analyze the textbook (text, pictures, questions, and activities) of Social studies in the context of National Identity.
4. To assess the textbook (text, pictures, questions, and activities) of Social studies with reference to Diversity/Social Cohesion.

1.5 Research Questions

These were the research questions of the study.

RQ1. What is the provision for Civic Sense in the Social Studies textbook for the 5th class?

RQ1.1 What is the provision for the text of Civic Sense in the Social Studies textbook for the 5th class?

RQ1.2 What is the provision for the pictures of Civic Sense in the Social Studies textbook for the 5th class?

RQ1.3 What is the provision for the questions of Civic Sense in the Social Studies textbook for the 5th class?

RQ1.4 What is the provision for activities of Civic Sense in the Social Studies textbook for the 5th class?

RQ2. How much attention has been paid to the Citizenship/Democracy in the textbook of Social Studies for 5th class?

RQ2.1 How much attention has been paid to the text of Citizenship/Democracy in the textbook of Social Studies for 5th class?

RQ2.2 How much attention has been paid to the pictures of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

RQ2.3 How much attention has been paid to the questions of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

RQ2.4 How much attention has been paid to the activities of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

RQ3. How much attention has been paid to the National Identity in the Social Studies textbook for the 5th class?

RQ3.1 How much attention has been paid to the text of National Identity in the Social Studies textbook for the 5th class?

RQ3.2 How much attention has been paid to the pictures of National Identity in the Social Studies textbook for the 5th class?

RQ3.3 How much attention has been paid to the questions of National Identity in the Social Studies textbook for the 5th class?

RQ3.4 How much attention has been paid to the activities of National Identity in the Social Studies textbook for the 5th class?

RQ4. To what extent the Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.1 To what extent the text of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.2 To what extent the pictures of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.3 To what extent the questions of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.4 To what extent the activities of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

1.6 Conceptual Framework

In the majority of the countries, the textbooks are comprised of experts and may be reviewed by an institutional entity with the assistance of distributors. In Pakistan, the production of textbooks is carried out by provincial textbook boards and private publishing firms. Such boards and private distributors seek to sell the textbooks according to the guidelines of the National Education program, which is issued under the education policy curriculum division by the Ministry for Education. It is the job of the curriculum wing's textbook assessment to ensure that the school boards and distributors comply with instruction plan rules.

If the researcher considers the Educational Policy 2009, it can be analyzed that it has a direct link with the National Curriculum of Pakistan. It has been claimed by the author of the Social Studies textbook that this book is based on the National Curriculum of Pakistan, under the supervision of National Educational Policy 2009. The Social Studies curriculum has a focus on knowledge (cognitive), skills (psychomotor), and attitude (affective) skills based on Bloom's taxonomy (Bloom, 1956) because it prepares students for life-long learning. This taxonomy also provides students a platform to improve their identity so that they will become useful and responsible citizens of society. The textbook also enables them to be a patriot and faithful Pakistani. Mahmood (2011) described in his report that the educational background of the Pakistani system is not

research-centered. Taking into account the setting of the studies, even though he confronted troubles and obstructions, disregarding this, the investigation produces new information with regards to key markers alongside instructions to assess textbooks in Pakistan. Attributable to socio-cultural and political decent varieties, the markers distinguished in this investigation may not be utilized in different nations yet these may give a benchmark to additionally concentrate concerning textbook assessment their specific situations.

Social studies show students central ideas of culture, financial aspects, and political abilities to prepare them into taught, profitable citizens for a country. For each student, Social studies are regularly based on being a productive individual from society at the national level. “Democracy needs strength through dynamic, knowledgeable, and general involvement of the students” (Breslin, 2012). The teaching syllabus has a great capacity of data and educational essentials which include pictures and diagrams, the text of concepts, queries, worksheets, activities, graphs, and conclusions, as an outcome, Students agree to the analysis technique to examine the content and divide it into readable classifications that enable students to study the basic interactive elements of the course. This content analysis technique categorizes data and generates classifications based on a strong rule of coding (Steve & Stemler, 2001).

From a universal viewpoint, it is important to distinguish the regular parts of Civic education which are shared across various nations. Education of the Civic values is presently a theme of dazzling studies and exercises that is creating important pedagogical inventions. Civic education has been selected as a basic concept of the Social studies textbook. It is a study of rules, responsibilities, and duties that has been assigned to the citizens of the nation. The basic aim to teach Social studies is:

1. Searching for the reality and information which will apply to both advancements of society.

2. Creative, valuable, open, and intelligent people.
3. Disciplined, gainful, moderate, and edified citizens.
4. Competent in successfully taking an interest in the exceptionally serious worldwide, information-based economy and the data age.
5. Citizens focused on making a simply thoughtful society that regards the diversity of perspectives, convictions, and religions” (Ministry of Education, 2006).

It is additionally proposed during careful consideration and gathering conversation that the following points of training ought to be included at the National level that point of instruction ought to likewise be to teach Pakistanis to be:

1. Empathetic and patient members in their general surroundings.
2. Contributors towards building an agreeable and tolerant society.

So following this concept of Civic sense, Citizenship/Democracy, National Identity, Diversity/Social Cohesion as further elements has been chosen and under their supervision, the textbook’s text, pictures, questions, and activities have been analyzed. As researcher got a foundation to sketch the framework according to the National Curriculum of Pakistan. That is why civic education’s great part is included in the Social studies textbook. The researcher has focused on the content regarding Civic sense in the Social studies textbook. The text, pictures, activities, and questions available in the textbook have been analyzed which were available in the Social studies textbook for the provision for Civic sense. The researcher has focused on three basic concepts of Civic sense to analyze the textbook of Social studies. Through the presentation of educational text, pictures, questions, and activities, the researcher has got the concept that how the Social studies textbook supports, inculcate, and generates Civic sense among the students of the 5thclass?

1.7 Significance of the Study

The findings of this study may be beneficial for society as Social Studies has a significant role in society building and as a whole nation-building today. Society needs productive citizens who will play their part in the prosperity of the country.

The authors of the Social studies textbooks and different Educational textbook boards of the provinces are the beneficiaries of the research as this study may help them to explore more themes regarding Civic sense.

Curriculum developers may get the benefits from this research as the study may enlighten the different dimensions of Civic sense which will help them as well.

The greater demand for primary level students is that textbook of Social studies may provide them a proper backup to achieve the goal of becoming loyal and patriots of the country.

This research study will help the next researchers to find the fields in the educational environment that other researchers have not previously been willing to investigate.

1.8 Operational Definition

1.8.1. Civic Sense

Civic sense is the awareness about the rights, duties, and responsibilities of a citizen nationwide or globally. The Civic sense is an awareness related to the surroundings and environment. It is knowledge about your town and country's norms, rules, and values.

1.8.2. Democracy/Citizenship

Democracy is a defined term of "Rule by the people". This is a political mechanism in which people utilize their voting privileges. In a democracy, the citizens elect representatives from among themselves.

Citizenship means a member of a community and a country. It is a common thread that connects all citizens of a nation and even the whole world.

1.8.3. National Identity

National identity is a word for a person belonging to his/her country, state, or nation. It is the cohesiveness of a country characterized by unique customs, economic, linguistic, and political values.

1.8.4. Diversity/ Social Cohesion

Diversity means understanding that each individual is unique and that we are different from our fellow human beings in various ways. These differences can be based on gender, social setup, age, physical abilities, religious beliefs, political beliefs, or other ideologies. Social Cohesion denotes the point of connectivity and unity between people in the society. It's a sense of mutual benefit, trust, and connection with others.

1.8.5. Social Studies-As Subject

Social study is a combination of different social aspects. It is a subject that deals with so many disciplines likewise a history of the nations, their cultures, geographical areas. It also deals with economical situations and governmental issues.

1.9 Delimitations

This study was delimited to:

1. Only the 5th class textbook of Social studies being taught in Islamabad, Pakistan.
2. Only the 5th class textbook of Social studies, authorized by Federal Government textbook board and published by Urooj publishers.

3. Only the Content (text, questions, pictures, and activities) related to the Civic sense which included Democracy/ Citizenship, National Identity, Diversity/Social Cohesion has been selected as a concept.

1.10 Methodology

1.10.1. Research Design

The study was a content analysis of the Social studies textbook of the 5th class being taught in the Federal Board of intermediate and secondary Education, Islamabad. “Civic Sense” as a concept was discovered and a detailed analysis was carried out. Textbook analysis of documents was done by a multimodal approach which consist of rating categories chart (text, pictures, questions, activities) based on a descriptive quantitative questions.

1.10.2. Multi-modal Approach

The study was multi-modal approach. The researcher has discussed the process of interpreting and tried to make sense of qualitative data in projects that has mix, verbal and non-verbal forms of data.

1.10.3. Instrument of the Research

The researcher has used the standardized categories chart for the study. A researcher has adopted the categories (chart) for the descriptive research questions. The researcher used the tool (rating categories chart) to determine how the textbook of Social studies does respond regarding the provision of Civic sense.

1.10.4 Data Analysis

Data analysis has been conducted with the help of a categorical chart for each category (text, pictures, questions, activities) of the textbook. Descriptive questions are going to be

answered with the help of the range 0.4-1.5, which is already mentioned by the Romey technique.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This chapter provides a basis for an investigation of the topic through an in-depth examination of the literature.

2.1 Civic Sense

Civic sense is a sense of belonging. As indicated by (ICCS, 2016), “Civic” signifies to any general public wherein the basic relationship between individuals is at a more extensive level than that of the drawn-out family involving the state or nation. For serving and developing Civic sense among the people of the society, civic education plays an important role. It is a fundamental part of most of the country’s curriculum which is intended to inculcate civic sense among students. That is why on many occasions, civic education is being used for developing a sense of belonging with the country and society.

Civics sense is a kind of investigation of the rights and obligations of citizenship. The Ministry of Education Pakistan designated a National Curriculum Development Committee in the year 2000 to recommend changes in the Social studies educational plan. The advisory group report says that way of thinking of the National educational program depends on Islam and the philosophy of Pakistan and it further states that the target of civic training is to build up serene and enlightened residents. Civic sense has other facets of raising strong decent men and patriots who will fulfill their position in the country’s well-being. This research would firstly encourage teachers to promote civic education through textbooks, lessons, seminars, and photographs of pupils.

Secondly, this research is meant to help primary school students grasp the different sides of civic education.

Civic sense development should be a smooth change wherein national and native governments furnish people with a structure for profiting by and adding to society and help them in defeating the difficulties to the commitment.

Moral values play a major role in encouraging civic action because they make civil matters personal and purposeful to civic action. This model of dedication is just partly transparent from the intelligence point of view. Whereas children pay relatively little attention to traditional elections or entering the democratic group, there are many civic and environmental issues that they are worried about and involved with (Westheimer, 2008).

Elms (2001) suggested in his study that if you want to prosper and civilized society, you should promote civic sense in the society through civic education. As Westheimer and Kahne described in 2006 that there are three types of good citizens in a democracy: 1) they are personally responsible 2) Do actively participate in every citizenship activity 3) the citizens who believe in justice for all. There is a common understanding of the people that the major responsibility of civic education in institutions is to make good citizens. The person should follow society's rules and regulations. He should respect human values, also execute duties and he will be responsive to proper democratic rules (Gearon, 2003).

2.1.1 Civic Education

Civic education in Pakistan is the education about the Pakistani government and what it requires to be a citizen in our community which involves information and application of the privileges, duties, and obligations of being an active resident of a society. Act (2018) defined that "Civic training" implies the arrangement of data and learning encounters to

prepare and engage residents to participate in vote-based processes. Act (2018) further describes that the fate of Pakistan and its 200 million citizens relies upon the coherence of majority rule administration implanted in matchless quality of the Constitution and that just civic education is a significant instrument to give individuals scholarly setting and overdevelop fundamental abilities in them to effectively and adequately take part in this national interest. It is likewise a reality that center ideas like Constitutionalism, federalism, and delegate parliamentary organizations are absent in the textbooks instructed in the country's classroom.

According to Pingel (2010), Civic education was introduced under the umbrella of "History" but after some time people think that Civic education is another dimension of Education. Furthermore, civic education has a direct relationship with democracy and citizenship. Afterward, in European countries, it was taught as a specific subject in schools and colleges. Weinbrenner (1992), developed the categories and dimensions of value judgments regarding civic and social values in his book. The following phase of the track must be to permit children in their late adolescence further to build up the abilities to be dynamic and capable residents, to blend in with individuals from various foundations, and to get progressively associated with their fellow citizens.

It has been also detected in the ACARA report of 2012 that, The following points of disagreement: Civic Education requires the importance of information and analytical study, which involves the use of relevant research skills and the opportunity to learn about democracy and to have a collection of abilities to encourage students to be vibrant and active, as well as up to date and seriously participate of their communities. It also offers students the opportunity to grow the volumes needed to renovate nearby societies. It is not

enough to offer students a wide spectrum of skills but to include them in what occurs in the community and to respond to the many challenges these communities are faced with. This should be seen as necessary for the needs of the community as a whole in the preparation of community teachers. ACARA's (2012) findings also tend to promote a strong base of Civic Education significance in classrooms. "Civic education is a subject that develops the student's ability to begin judging roles or decisions, to captivate them and protect places, to differentiate a reality from the religion, to consider and critique media communications, including the associated well-being and belief structures in policy and decision tracking".

Civic education specialists in Pakistan, like their coworkers around the globe, have high hopes of civic education for talking about societal issues. This is expected because of the specified goals of civic education in the most curriculum of the country. It is critical to request the achievement of the activity. The educational programs for civic training for the supportable turn of events and worldwide learning in Germany are obviously and firmly connected to the worldwide turn of events and globalization procedures, and hence, they are to be seen inside the order of the United Nations educational strategy. Consequently, the objective is very well-defined, that this curriculum needs to promote the supportable developmental objectives of the United Nations, towards complete and reasonable education and support lifetime learning chances for all, as it is revealed in goal number 4 (UN, 2014).

As such, civic education involves the demonstration, collaboration, and intercultural competence of interest and skill in decision making, problems resolve and conflict resolution. Civic Education is also partly concerned with the presentation in verbal and

printed form, the critical reading, discussion, and writing and listening, the application of empathic and social skills as outlined in the ACARA (2012) report. These skills serve as parameters for social change and society's changes. Civic education is better trained and learned through inquiries, which is also a critical element.

Youngsters do not appear to be keen on civic and political life, and this involves worry since youngster's democratic conduct, information, perspectives, and observations have been seen as a solid indicator of resident's commitment to adulthood. As (Kirlin, 2002) describe that civic abilities can't be developed in a person through a single book or a subject because it developed in the person with the period. As time is passing, the person will be progressed in every field of his life. He will become a responsible citizen and take part in every government or local organization. Muleya (2019) described that civic education in Zambia has now gotten one of the necessary subjects in the school educational program. The Ministry of General Education has been at the focal point of strategy, educational programs, assets, educational plan materials, educator proficient development, and research coordinated to Civic Education. It is obvious to take note that Civic Education in the Zambian educational system looks encouraging for the time being, and one gets the feeling that with this sort of help from the legislature as well as from key stakeholders, such as common society associations and so forth will keep on supporting the use of the strategy in schools. One fascinating perspective about Civic Education with regards to Zambia is that it has gotten one of the subjects being taken at all phases of training provision, and one can contend that simply like in different pieces of the world, Civic Education in Zambia is surely encountering fast renaissance.

“The concept of civic education often helps to allow learners to follow ethical values in collaborating, exchanging and acting with social responsibility” ACARA (2012) advises. While the ACARA study notes that the recognition of principles and freedoms on which classes like colleagues, restricted community bodies, businesses, and governments are indorsed will not require an awkward description of the concept of civic education. As such, it is important to learn more about how multi-facial Public Education might be by exploring ethical problems, the definition of the collective good, and the position of universal ideals and human rights. But (Kanaev, 2000) argues, “Civic education is closely related to community progress in the universe and thus the issue of continuing transformations.” This means that, as a topic, Civic education is primarily concerned about social progress and is always actively involved in the demands of changing society. Civic schooling seems to be linked to culture and tends to suggest (Kanaev, 2000). The thesis in which he suggests that education of civic education has the potential to lead to social change and to reform society is completely in line with and theoretical in this regard. This is an enticing feature of Kanaev, while other reports tend to suggest that political schooling is inappropriate in certain cases.

Civic education is a significant educational aspect that enables people to engage in democratic public life, to practice their rights and responsibilities with the requisite information and skills. Higher education has taken over the mission of encouraging people with the spirit to lead in this education process. Civic education in numerous forms is frequently originated in this background as one of the essential satellites of the concept of citizenship and a vital element of the insight of the newly-formed states, which “have arisen from the underneath and the leftover of Socialism.”

2.1.2 Civic sense and Service learning

According to McCabe (2017), given the decline of American democratic culture, educators of social work should no longer believe that students who come are trained for effective lobbying or governance activities with democratic awareness. Findings suggest that, while Social Work Students are better than general US Adult Citizens, their public literacy levels are often smaller, with about one-third of them dropping short. However, this report analyzes the extent to which social work students are enrolled at four social work systems throughout the United States (U.S). Results indicate that students of social work require additional civic awareness material.

Research of Social sciences exposes core cultural values, financial implications, and political skills to train students for a country's trained, productive people. Social studies are annually focused on the efficiency of a national community for each school. "Participating in the diverse, educated and general participation of student needs democracy to be powerful." This is why the student does this study: Will the Social Studies textbook allow students to be active, useful, and loyal citizens of the country? Will they carry out their tasks and understand with the help of the textbook their role as active citizens? Will the social studies textbook be able to instill into student mind the civic rules and regulations? This would also support graduates in taking on civic roles and social service.

2.1.3 Civic Awareness

Civic awareness is the fundamental social moral. This is the association of unseen values and traditions in the society followed by the thoughtful person. It ensures that Civic Education as a subject trains students for their respective homes, societies, and nations to

be productive people. Civic awareness is not just around keeping the roads clean, but also subject to national rule of law that takes the lead in law-enduring, showing the person's respect, and keeping the suitable behavior of codes in public places. Many countries are running smoothly because of their people's strong sense of civic presence. Citizen's attitudes have been described as individual's ideas and feelings, and the individual's contribution to their societies and their observation makes the community different abilities. Citizen's behavior has been defined as people taking a dynamic effort to engage and different activities in their societies. In its general definition, Civic sense means all the procedures that shake people's beliefs, commitments, capabilities, and actions as followers or forthcoming members of societies. Civic education need not be planned or thoughtful, institutions and societies transfer ethics and rules without meaning. It might be not helpful: occasionally people are civically cultured in ways that disempower them or transmit injurious values and goals.

In the United States, most students are required to take specific subjects on government or civics, and the fundamental substance is the political theory for secondary school pupils. As it were, they use textbooks and other composed materials to find out about the conventional structure and conduct of political establishments, from the nearby government to the United Nations (Godsay, 2012). UNESCO is developing an instrument for executing measures and methodologies according to the practical turn of events.

This venture is especially important today when resident revolts over the Arab world reflect pressing requires another "implicit agreement" among residents and the state, testing the sizes of prohibition and sub-levels of citizenship that unavoidably influence individuals' lives. This exploration can add to the scholarly history of citizenship past Lebanon, testing

customary originations of citizenship, majority rule government, common society, balance, and equity. Civic instruction centers on compelling, participatory, and dynamic citizenship. The Social studies curriculum educational plan 2007 (for classes IV and V) reflect that it means to get ready youngsters to get powerful, participatory residents in a democracy-based society. Around about few youngsters absorb how to practice management in the people or through additional actions. They may learn to discuss present happenings over lunch or dinner time. Maybe they will attend the vote casting process with their parents on Election Day, or offer free services at a refugee center every year or once in a lifetime. Civic senses typically have focused on transferring genuine awareness about democratic bodies, developments, and features of state history. As Conover and Searing point out, “While most students recognize themselves as residents, their grip of acting as residents is simple and overwhelmed by an emphasis on rights, therefore making a secretly situated, detached comprehension” (Conover, 2000).

2.1.4 Civic Attentiveness

Civic attentiveness is not that we are keeping the roads clean, but also the topic to discuss at the national level that takes the person to lead in law-abiding, it also shows the person’s respect and proper behavior for keeping rules and regulations in mind. Wei (2010) found in his study that China incline to transfer understanding and services in citizenship training, however UK teachers choose to focus on morals and participation in classroom conversation related to civic education. The National Education Ministry of Singapore (Sim, 2013) was propelled to build up the information, qualities, and aptitudes regarded as fundamental for national citizenship in Singapore. The destinations of National Education were to create national attachment, cultivate a feeling of national pride, and learn “The

Singapore Story” (the hardships and sacrifices of the establishing age), comprehend Singapore’s remarkable difficulties, imperatives, and vulnerabilities, and impart the basic beliefs of meritocracy, agreement, and great administration.

2.1.5 Civic Training

One of the most significant objectives of civic training is the planning of youngsters for their job as citizens of the country. The issue, be that as it may, is that numerous nations including Pakistan do not give citizenship training the significance it merits, nor do use an approach suitable to the improvement of educated and participatory citizenship. There is a statement in Japan’s foundational law back in 2006, according to that law, the basic aim of civic education is to boost up the society’s life-source which will lead it to independent contribution in society’s progress and together with the growth of an attitude of willingness to take part in society’s development (Gendai, 2006).

Ajibade (2011) uncovered that Civic Education is worried about the democracy-based abilities and qualities that citizens need to work successfully in a democratic government towards human advancement. The outline for 21st-century skills is important themes and some significant assessments such as intellect and intellectual skills, the content of the 21st century, and life skills. The main topics include English, mathematics, science, civil law, foreign languages, administration, economy, arts, history, and geography. Human rights and responsibility in citizenship education may be qualified as life skills; teamwork, professionalism, personal productivity, social and personal liability. On this point, it can comprehend the importance of citizenship education worldwide. As we ponder about universal problems the schools desire to be improved consent for all students all around the world. There is outstanding consent between teachers and policymakers on one key

issue; we need to know what we teach and how to teach into the 21st century for all learners similarly on citizenship education.

In Pakistan, citizenship education is incorporated into Social studies. The points, ideas, content, exercises, learning results, and assessment are given in the national educational program to social studies. The prologue to the educational plan underlines “creating a community sense” through “traffic, environment and populace” instruction; “ideas of rights and obligations”; the aptitudes of basic intuition inside “the setting of Islamic legacy”; critical thinking; and the “advancement of the sentiment of integrity, cohesion and confidence” (Ministry of Education, 2002).

2.1.6 Civic Instruction

(William, 2004) stated in their studies that two trends are being followed in civic instruction nowadays as old trendy citizenship education which will remain limited to the specific country, and international civic education. The education about worldwide human rights for worldwide citizenship ought to be thought in this time era. As described by Crick (1998), the principle explanation behind civic education originates from the fundamental idea of popular government; it requires dynamic, insightful, and mindful subjects who are ready to take the obligation of being a useful citizen of the society for their selves and their country.

These capacities don't grow autonomously yet they need to learn and a specific measure of community mindfulness can be given by common experience, at home or work and not by the sort of positive job that in itself is adequate to prepare natives, in the present perplexing and different social courses of action. In the 21st century, civic education, however, expressed as significant is being minimized by high stakes testing and expanding literacy

on education and math capability. Increasingly primary and middle school students are not acquainted with civic or social studies all in all because of the way that these subjects are not taught. Civil instruction alludes to citizens who have been keen on taking part in national activities and get together and in perceiving their rights and tolerating civil obligation. Along these lines, even in developed nations, where a large portion of the majority rule political framework, individuals and governments keep on endeavoring to make the most ideal civil training. Besides, in the present period of globalization, fortifying community training is a standout among the most vital errands of both progressed and created nations. Civic education is a basic foundation of Social studies.

Civics instruction is a key idea in the reasoning of training because their implications, points, and practices are so challenged, both among philosophers and among on-screen characters on the ground like parents, instructors, government officials, learners, and individuals from differing social values.

It takes time to acquire critical expertise, grasp democracy principles and ethics, develop political skills, and build democratic attitudes. These essential elements of civic education do not know how to study social studies in one or two hours a week, as many schools do. While after high school they should never be completed in a single lesson. As prescribed by UNDP (2004), the civic sense is equipped for activating those qualities, mentalities, and abilities that will empower the student to live enthusiastic and majority rule lives and contribute genuinely to the advancement of the country.

2.2 Democracy/Citizenship

2.2.1 Citizenship Instruction

With the end of the previous 10 years, people's consideration of the reputation of the civic progress and instruction of childhood has been developed. Aside, the significant target of community instruction is to create dependable, dynamic, and instructed citizenship and that was ignored. Also, the destinations of the proposed improved educational plan say that honor for Islam, Pakistan, and solid feeling of national attachment are the prime targets of civic education (National Curriculum for Social Studies of Class III, IV, and V, 2000). Be that as it may, the goal of citizenship training is significantly more past than gathering, finding, talking about, and portraying.

The fact that those citizenship abilities could make students exploratory, conversational, and participative and take answerable actions, for now, could only be preserved as a simple rumor and estimations until we are capable to verify through this study. This does not dissociate themselves from the fact that Civic education is an essential subject and allows students to practice their skills, knowledge and to participate in their societies, connect, investigate and participate. These circumstances will improve the learners' capacity to involve their communities actively and build in the long term the form of transition needed by democratic societies. Civic education could be established in this state as a subject that promotes the active participation of students in society.

Philbin (2020) defined that In fact, the system of democratic rules is the rule of persons. The term has been extracted from the Greek word "demokratia" written from 'man' and 'ruler'. Democracy can be utilized as a characterize term of "Rule by the individuals". It is an arrangement of government where the residents utilize their privilege of casting a ballot.

It has further two types: In an immediate arrangement focused on voting, all citizens create a supervisory body and legally vote on any issue that is referred to as "referral." The people choose representatives from themselves in a form of proportional majority law.

2.2.2 Citizenship Education

Kiwan (2016) described that originations of "Citizenship" are of extraordinary pertinence over a wide scope of strategy areas, including training, migration, naturalization, outcasts, and social coordination. There are diverse opinions on what is characteristic of a good citizen, but survey research usually uses varying analytical strategies to examine people's ideas of good citizenship. The present research draws on an analysis based on individuals with strong citizenship and reinforces that Australian high school students have already established successful citizenship forms. This thesis uses a multinomial regression framework to analyze very severe yet significant trends after the in-depth classification of these forms by socio-demographic factors and civic attitudes. Both analyzes say that students would trust in the importance of the political activity to become leaders and not withdraw from politics. However, it is not the final remedy as it interacts adversely with the government's excitement of power for many predictors. Civic awareness should deter political alienations. The results are discussed regarding its importance for the education and learning of citizenship (Reichert, 2016).

Perveen (2010) concluded in her study that critical thinking about citizenship education is incorrectly mentioned in the primary school curriculum. Civic instruction for economic improvement consolidates both pieces of training for the feasible turn of events and training for citizenship. As ICCS (2016) reasoned that the legitimate status of being a resident of a nation, state, or worldwide legal society (for example the European Union) is called

“Citizenship”. Citizenship is characterized as, the state of being bestowed with the privileges, obligations, and duties as an individual from a state or country. Lawton (2000), elaborated that citizenship is a fresh idea as part of the modern nation-state because, in early and barbaric societies (where kingdoms, territories existed), people were raised as issues and not citizens. Democracy rules system implies more than the totality of its foundations. A dynamic popular government is in enormous section a component of a majority rule civic culture, being the practices and standards that characterize the capacity of a people to oversee themselves. As it were democracy rules system isn't a machine that runs without anyone else once the best possible standards and techniques are embedded. A vote-based society demands a leader and the bond of its residents. As (Millr, 2006) discussed that the citizenship education looks to infer the help of the new age of the common culture of the general public which is accomplished through instructive procedures only. For approximately 300 years in many nations of the world, the scope of social gatherings, for example, gender, indigenous people groups, immigrants, or noticeable minorities, were not viewed as citizens of that specific nation or were relied upon to shed their social behavior and engage to prevailing standards to be consolidated into the national arrangement.

Kandeh (2011), in the pathology of citizenship education in high school Social studies books initiate that the position of citizenship education in social studies textbooks is very low and the components of citizenship education have been measured unequally. Therefore, the content of the textbooks on the status of citizenship education should be revised.

Peterson (2011) also added that considerate the concept related by citizenship to Civic Education. He starts by stating that current citizenship ideas are not based on their past roots and backgrounds in solitude. Instead, he suggests that its primary objective would be to investigate the roots of modern Republican citizenship, which is contained in a broad and often varying collection of political and moral thinkers, authors, and democratic activists. He has also stated that since the close of the last century, a Republican "tradition," which can also be verified by the work of many researchers, has been recognized by a series of Republican researchers in the memory of Western political thinking.

McCowan (2009) expresses Civic education is a way to show you a comprehensive image. He also addresses in various forms the entire question of citizenship. He says freely that citizenry refers on the ground to a State leader or an aspect of politics. He claims that it is now almost entirely used to belong to one nation-state even though he is swift to find out that citizenship may be used as a word or maybe used differently: The concept of Civic Education is demanding and divisive, as can be seen by what McCowan (2009) is seeking to achieve. Nevertheless, he insists that the philosophical essence of the subject is exceedingly challenging and that in many instances the definition is attacked because of the contextual context to which he appeals, with its acceptance of principles like human freedom, stability, and sustainable development (McCowan, 2009). It is clear from the above views that the definition of Civic Education is not as easy as people would like and considers so many aspects. If such aspects are addressed, the meaning will always be debatable.

2.2.3 Citizenship Training

For this cause, Halstead (2006), argues that Citizenship Training not only requires democratic, legal, and social awareness and the involvement of the community. That argument is entirely compatible with the service codes, which are specifically intended to explain the distinction between definition and instruction. As such, the study has focused on understanding the academic practices that influence civic education in society. The actions of students in the community must be checked. What appears to come from the Halstead (2006) project is that it clarifies the kind of civic education that is able, not only as regards politics and debates, to support autonomous, critically reflective citizens but also to focus on society involvement, and to work hard to alter or transform society.

Citizenship training in this way speaks to the truly prevailing support for learning Social studies. It incorporates the procurement of information, aptitudes, and qualities for dynamic participation in a democratic society. As explained by (Blege, 2001) inside the school setting, citizenship training is an instructional program intended to set up the young ones towards making them great and mindful residents. In a recent report "The Ties that Bind: Citizenship and Civic Engagement in the 21st Century" (Barker, 2018) which was published by the House of Lords London, suggested by the members that the administration will first of all change the existing set of principles from "democracy, the rule of law, reciprocal tolerance and recognition of different religions and beliefs," to equality, justice, freedom of the person and reverence for the inherent worth and liberty of all citizen."

The different meanings of citizenship and citizenship training in logical writing ordinarily point to their relationship to the majority rules system. Along these lines, training for majority rule government and popularity-based citizenship implies the educating and

learning of the standards and practices of vote-based administration, human rights and obligations, and citizenship (Miller, 2003). The (Gaudelli, 2004) study expresses that there are two types of citizenship instruction, for example, traditional citizenship training and widespread, worldwide citizenship training and human rights. For these specialists, the education about worldwide human rights for worldwide citizenship ought to be thought of in this decade.

2.2.4 Global Citizenship

Moreover, people have diverse characters to employ for their rights and responsibilities. Some of these position plays an active role in the interests of others, firmly dedicated to enshrining fair laws and behaving respectfully and wisely in the reforming of unfair legislation. For citizenship to fulfill the opposite roles and responsibilities, people need to be conscious of their ability or disposition to conduct their citizenship status effectively. The study conducted by (Danju, 2016) shows that articles have been written about how to develop a new global citizenship education for everyone regardless of cultures or ethnicities and that some writers define green citizenship, global citizenship as a topic of modern research in education, science, and political sciences.

The present renovation of the concept of citizenship education and the interest towards this thought has been produced by major social and financial changes around the globe (Lawson, 2002). Another scholar Osler (2000) considers that the top objective of any healthy program of citizenship education should be based foremost on human rights codes and values ought to facilitate people to improve a collection of confident personalities as citizens. Avery (2002) in her research “Civic Education in the United States: Increased Challenges” concluded that the two occasions (September 11 and the war in Iraq) have

various impacts in every one of these territories. I presume that individuals who are focused on creating citizenship who are submitted and edified through youth citizenship training are confronting 'expanding difficulties' today. Torney Purta (2001) Mentioned, a successful civil society often needs comprehension of ideas and codes and the capacity to behave with due regard and accountability, readiness to participate, and contribute to democratic principles.

As (Yarbrough, 2007) has advised that a democracy lacking in the contribution of its citizens is a democracy in danger. As (Eftekhari, 2016) explained that the understanding of specialists in the wake of encouraging social sciences subjects show that political training of learner isn't at the ideal level. It is along these lines important to inspect the substance of the new social studies textbooks studying in eighth grade regarding the political instruction segment. This research concluded that the significance of the media, the obligation of the management of the country (government), and parliament are in the middle, while social rules and responsibilities are underrated. Entire citizens are required to comprehend the basic morals and codes of democracy is a well-accepted statement. Both 28 countries involved in the IEA Civic Education Report have currently achieved consensus in this regard. The findings of the analysis revealed that this target is far from being taken into account. Also, among the 28 nations, American students classified 10th in terms of democracy. Unfortunately, IEA Study confirms Milner's (2002) interpretations. In their interest and attention on global News, Americans ranked 10th out of 28 countries in the report. The other research found that reading and viewing news in the media is optimistic regarding political participation, political importance, and the desire to take part in political action.

Researchers see different elements of citizenship as indicated by their points of view. Finely (2003) inspected and broke down general history reading material in the United States and presumed that an average of 89.1% of textbooks was given to war. While just 94.9% of book pages manage harmony, civil training is one of the most significant elements of worldwide civic instruction. For instance, in England, essential “Citizenship education” was implemented in September 2002 (Keating, 2010), largely following the afore-declared Crick Report. In Australia, the “Discovering Democracy Curriculum” was executed in 1998, although in a non-essential practice.

Ross (2012), found in his study that many representatives of different political parties would fulfill at the nearness of a latent native (active member of society), however the target of Citizenship Education in the planning of the dynamic society and dynamic residents who are empowered, fundamentally attracted with and try to impact the composition of social events. In this way, such a basic differentiation must be broke down in both approach and practice with regards to dynamic and passive citizenship. The development of a nation wherein all of its residents has a sense of safety, connection with, and satisfaction must be an essential goal of a prosperous, civilized, and up-to-date country. This would be a nation wherein everybody feels that they have a place, and to which everybody feels they can contribute to the progress of the country.

Hina (2011) described in her article that the analysis designates a loop in the textbook of social studies about proficient civic education. The textbook only highlighted the transmission of data, concerning the formation of public associations and the narrow history of Pakistan. Additionally, the teacher standards and lesson practices were memorization-centered. Citizenship training conveys the obligation of empowering the

youth to build up their social and political characters; gain the aptitudes to become dynamic members in the public arena, and draw in with others based on concern. As (Reimers, 2007) indicated in his article “Civic Education When Democracy Is In Flux: The Effect of academic work on governance and culture in Latin America” that the Colombian Ministry of Education adopted a long-term national citizenship plan in the middle of 2000 to maintain citizenship and compromise abilities, because of prior little scope encounters in Bogotá. A point of the plan was to move to instruct of “civic training” from a detached subject in the educational program (which had been set up for quite a while absent a lot of impacts) towards sorting out schools and guidance in all subjects in manners that ceaselessly advance the improvement of fair qualities and aptitudes. The improvement of norms of citizenship capabilities looked for an adjustment in conduct. This implied getting information and captivating in real life dependent on that information. The attention is on psychological, passionate, and correspondence abilities which permit residents to act in useful manners in a popularity-based society, empowering them to live respectively calmly while esteeming the human privileges of all. On the other hand, civic instruction has been educated as a different subject in the educational program in Chile since 1912. The attention has been on giving information in law, governmental issues, and financial aspects, alongside values that advance the benefit of everyone. Riemers (2007) concluded that Republic is active and in change, but it is not noticeably well, in Latin America. This change establishes one of the most significant present civil and societal conversions in this area of the country. There is no superior time or place to study the support for training of democratic citizenship rather than today.

As indicated by (Fogelman, 2001), “Citizenship is about what our identity is, how we live respectively, and what sort of individuals we need to create as our people in the future”. The origination of civil and citizenship instruction supporting (ICCS, 2016) spots the focal spotlight on the individual who is influenced by “specialists of socialization” in different learning conditions (TorneyPurta, 2001). Civic training was formally educated in the last grades of basic and optional guidance. In 1967 an educational plan change supplanted civic instruction with a prologue to financial matters and governmental issues in the subject of social studies and history. In precis, the present educational program in Chile reflects three changes of accentuation. To begin with, there has been a move from Civic learning towards Citizenship Education, from information about the state and political organizations, towards information, abilities, and mentalities essential for popularity based citizenship, for example, thinking aptitudes, relational abilities, understanding, and working in the network, and qualities, for example, pluralism, solidarity, regard, and human rights. There is more accentuation on late recorded occasions, change to majority rule government, and ecological concerns. Secondly, the investigation of metropolitan training as a subject in a solitary evaluation has been supplanted with the mix of this substance across history and community studies in a few evaluations. There has additionally been an accentuation on the advancement of corresponding fair abilities and perspectives in the subjects of linguistics, Leadership, and way of life. Thirdly, basic learning goals that cut across all subjects as well as in real-world activities related to school authority and environment (such as school and class meetings and student debates) have been given consideration. As compare to Columbia and Chile, Mexico started its civic education in 1993 for fostering national harmony. With the 1999 change, the subject Civic and Ethics Education was

joined into both primary and secondary educational plans to create understudy majority rule capabilities and aptitudes. The plan emphasizes decisive evaluation that notifies teachers about student's learning. Assessment goes beyond a recorded test that regulates a status and is used to obtain data about a learner's progress to shape suitable learner's activities. So, changes in Chile, Colombia, and Mexico show a developing interest in citizenship instruction. Chile has extended the meaning of citizenship training to build up a progressively exhaustive educational program that defines explicit citizenship objectives for various educational plan subjects and the middle for understudy the board recuperation. Colombia has chosen to add unique projects to the formal political instruction educational program to address squeezing issues and to consolidate top-down methodologies to scatter promising projects with base-up techniques to distinguish best practices created by the educators. Mexico has extended its educational program, which centers on a restricted meaning of common information, to incorporate progressively democratic rule esteems and aptitudes.

Davies (2008) proposed that the present arrangements to present forms of citizenship instruction have risen in these three nations (Canada, Australia, and England) with regards to different difficulties to the authenticity of the country state. We contend, by and large, that each of the three nations tends, in the textbooks we have inspected, to underscore types of citizenship instruction that may lower resident strengthening under basically customary plans. We see contrasts in textbooks between and inside the three nations yet contend that, despite numerous exemptions, we can describe course books in Ontario, Canada as instruction in civics (arrangement of data about conventional open establishments), those in England as training for citizenship (a broad-based advancement of socially helpful

characteristics) and those in Australia as social examinations (cultural understanding that rises out of the improvement of basic reasoning aptitudes identified with existing scholarly subjects, for example, history and English).

The field of civic and citizenship instruction incorporates subjective parts of learning just like the improvement of mentalities towards parts of urban life and aims to take an interest effectively in the life of networks. One of the significant commitments of the IEA contemplates researching municipal and citizenship instruction has been the accentuation on the job of psychological abilities in the planning of youngsters to fulfill their jobs as residents (IEA, 2016). Citizenship instruction has been one of the significant issues in the instructional zone. The citizenship training focuses on national issues yet in recent years the subject is progressively worldwide significance. From national needs to increasingly worldwide substance should be examined in the 21st century. In another word, it tends to say that significant move from territorial citizenship or from European citizenship to worldwide citizenship. Through those desires, the citizenship educational plans need to change the content, in any event, it ought to be meet all communities of the people desires without thinking about their country, strict, culture, language, and race (Ibrahim, 2005). Interviews with youngsters in the fifth grade, and afterward again when they were in the eighth grade, recommended that their comprehension of democratic rule government didn't increment and that understudies couldn't expressive the connections among popularity-based concepts (Avery, 2002).

In an exploration, entitled "Citizenship instruction at secondary school which was an analysis among Bolzano and Padua, Italy" Rivelli (2010) inferred that 49.5% of the people expressed that they were not happy with the assistance they got in school for the

advancement of their civic-political training. Just 20.0% of them expressed that they took infrequent discussions on civic instruction during the school years. The examination results demonstrated that the trickery and authentic political information level of the discussion with learners had a solid relationship with what was displayed in the school programs.

2.2.5 Citizenship Characteristics

What do we do when the requirements of civic education call into question the values or principles of what one takes to be the values of being a good citizen? The abilities of the good citizen are not only the skills required to participate in the political structure. They are also the qualities that will lead one to contribute, to want to contribute, to have a temperament to contribute.

In the ongoing years, a great deal of consideration has been given to the subject of citizenship by political scholars, teachers, or critiques. A few researchers have moved toward citizenship straightforwardly, by analyzing the qualities and shortcomings of unstable originations of citizenship, its current practice, and its authentic advancement (Crick 2000, Osler 2003, Banks, 2004). Different researchers like (Lawton, 2000) bring up that citizenship is an ongoing idea as a component of the cutting edge country state because, in old and medieval social orders (where governments, realms, and chiefdoms existed), individuals were alluded to as subjects and not residents. People have claims and benefits given and secured by the country, as well as responsibilities towards the country.

Manning (2013) researched the question “Does civic education for young people increase political participation?” From their research, they found few heterogeneous examinations which researched the impact of general or specific civic training programs on levels of regularizing political investment. No two investigations inspected a similar program and

not many results were shared across considers. Hardly any investigations of civic training estimated the built-up markers of political support that were the focal point of this survey. The proof from the nine included examinations demonstrates that different metro instruction programs have practically no impact on casting a ballot. One investigation dissected a broad agent test and demonstrated that higher levels in social examinations were connected with casting a ballot and voter enrollment, with more grounded impacts for the offspring of migrants. Broadly delegate information was utilized in another investigation which discovered civic training improved the probability of deciding in favor of a fraction of the time focuses evaluated. A few investigations indicated that civic instruction had beneficial tons of political articulation.

According to Manning (2013), it cannot be recommended that there is no inborn goodness in energetic, learner-focused, drawing in projects of civic instruction in schools and the past. In reality, the creators would both contend that such training is critical as a major aspect of liberal or social examinations to give youngsters a chance to comprehend their political universes and social orders. Numerous researchers accept that citizens should be furnished with instructions about being a citizen.

One opinion of civic education in a democracy is to produce free and equal citizens who gave value and understand that they have both rights and responsibilities. Students are required to learn that they have freedoms, such as those found in the constitution (press, assembly, worship). But they also need to know that they have duties to their fellow citizens and their state as well. This involves those teaching students to follow the law; not to intervene with the rights of others; and to the integrity of their country, its values, and its

beliefs. The textbook must impart those qualities or virtues that favorable for the democratic character: cooperation, honesty, open-mindedness, and respect.

2.2.6 Democracy Education

Democracy can only flourish where people comprehend and participate actively in civic and political life (Theroux, 2011). In the previous two decades, there has been a lot of consideration coordinated towards citizenship and democracy instruction everywhere throughout the world and particularly in eminent democratic governments. Democracy is a government system in which citizens use their voting rights. There are two other major types. In a direct democracy, the people, in general, form a legislative body and vote explicitly on a question. The voters select leaders from themselves in a democratic democracy. Civic education can happen in all kinds of establishments, but it is specifically vital for democracies. In *Politics*, Aristotle (1277) inquires whether there is any case in which the brilliance of the good citizen and the brilliance of the good man match. The answer for him is a polite or a mixed charter of law in which people must know both how to reign and how to follow. In such governments, the distinction and qualities of the good man and the good citizen matched. Democratic nations pay attention to preparing citizens to rule and to be ruled.

According to Halstead (2006), "Education of citizenship cannot or should not be regarded of general. Citizenship Education, according to the weakest reasoning, aims to create 'citizens who can engage in the political process, whereas citizenship Education, in the broadest context, creates people engaged through a mutual social endeavor. The concept is limited to citizenship education, which aims to provide informed or politically informed citizens. The broad concept is citizen education; that is to say, education that aims to

develop dynamic citizens with promises of certain public values and practices. The emphasis on this study is in this view of Civic Education and this type of education can change or modify society on a variety of levels.

2.2.7 Democracy and World

We are not only voters when we vote, read and understand the news, and help after school or work, which are all unpaid, helping, and welfare activities. We are also citizens on the job; and even when we provide unpaid service, we should see our assistances as work-like in the sense that they are worried about the welfare of their people. Thomas and McFarland (2010) have discovered positive effects of extracurricular tasks on casting a ballot, and a conceivable clarification is that young people become dynamic residents by dealing with their own smaller than usual societies. Fukuyama (2020) explained that the atmosphere for democracy rule government has been additionally changed by other moderate moving changes, among them the move toward Neo-liberal financial approaches, the heritage of the wars in Iraq and Afghanistan, and brought down assumptions about fair advances. Continuing the majority rules system will require remaking the real authority of the foundations of the liberal democratic system while opposing those forces that try to make nondemocratic establishments focal. Alharbi (2017) demonstrates in his survey of Civic Education in the Kingdom of Saudi Arabia, recommends the requirement for Civic education itself to be checked on and for different subjects to assume a functioning job and add to its turn of events. What's more, In the Kingdom of Saudi Arabia, the attention is on the best way to fabricate productive members of society and guarantee reliability to the nation while there is a need on finding out about majority rules system and human rights, nearby building up the aptitudes of dynamic support. It appears that reliability to the nation

and the security and solidness of the nation is key due to the idea of Saudi setting which comprises of clans with their traditions and domains. Furthermore, the accentuation on improving Islamic qualities was seen as significant in the Kingdom of Saudi Arabia because of the Islamic religion being an essential piece of Saudi resident's personality. In any case, the estimation of these subjects should be joined by abilities and values to manufacture great Saudi residents.

As a study in China, (Wei, 2015) find out that there are so many differences and similarities in China and the United Kingdom and these likenesses and contrasts produce rather unique evaluation results for trainees and trainers in China will in general pass on information and abilities in citizenship training, while UK educators like to concentrate on esteems, harmony and cooperation in a classroom conversation.

Referring to the Citizenship Foundation (2007), "Overview of Citizenship Education in 2002 was a long overdue but important step towards secondary school education in the UK." Denis Lawton, an excellent pupil who claimed that the introduction of citizenship education in the previous decade was an outstanding invention in education policy, also recognized and agreed on this place. Although this study continues to grow, this area is seen as serious for social change and community transformation. From the above thoughts, it is clear that the Citizenship Education outline of the British institutes was seen as the right way to the invention of education and to take a key policy to meet the various challenges facing society in a single time frame. It would appear concise that Citizenship Education has been viewed as a course in which students can decide to involve and get involved in social changes and the renewal of society.

According to (Bank, 2004), in Ghana, citizenship preparation is an instructional program that is intended to set up the young ones towards making them great and capable inhabitants of the society. This suggests an orderly direction of students for availability towards grown-up citizenship responsibilities. So, a significant focal point of citizenship instruction in multicultural popularity based society like Ghana is to enable learners to gain the information, abilities, qualities, and frames of mind to settle on intelligent choices and take activities to make the general public progressively majority rule, compassionate, reasonable and fair.

Tudball (2007) conducted a study and in their article, he discloses how to configuration, instruct and show citizenship and citizenship training in Australia inside a more extensive structure of basic citizenship training that can deal with the truth of citizenship and megatrends. The record initially clarifies how the aftereffects of the Australian IEA Civic Study have been utilized to advance changes in citizenship instruction and citizenship, and specifically to consider the information and aptitudes of cooperation that Australian understudies have shown for citizenship. Instructing, learning, and assessing community training and citizenship must mirror the complexities of society and the lives of residents, and a basic methodology must assume a job in mirroring the present real factors and future focal point of youngster's lives in just change on the planet. To move toward the world sharply.

Davies (2010), makes a judgment in his article that the idea of a Japanese native and the significance of good citizenship training are as a rule effectively discussed. These are not planned to be emotional proclamations: all nations are encountering change, cases of emergency are now and again made to build specific results and ought to not generally be

taken as target appraisals of social reality (Sears, 2008). However, as Japan encounters its specific variant of citizenship instruction, it is a perfect minute to consider what's going on there and in different nations. Relative comprehension isn't just how we may find out about what to do and how to do it. In the same way, all three sources were analyzed visually. Textbooks, educational policies, and curriculum documents have not yet committed equally to contribute to the five components of critical thinking in citizenship education, and the teacher survey also confirms this. UNESCO (2014) has distinguished a global accord on the requirement for citizenship training which will outfit youngsters with abilities and mentalities for individual independence; business; living respectively; regarding social and social assorted variety in their networks and all around; and harmony building and serene compromise.

Citizenship as a member of a modern nation-state is a fresh idea since people were born as issues and not as individuals in the early and primitive civilizations, where states, colonies existed. The system of democratic governance implies more than the whole of it. A complex universal government in a large section is part of the political society of the population, which is procedures and norms that define the capacity of a country to supervise itself. As the structure of democracy is not a computer that operates without someone else until the best techniques and standards are implemented. A voting culture needs a chief and his citizens' alliance. As (Millr, 2006) stated, the curriculum of citizenship aims to determine the benefit of the new age in the common public culture only by utilizing instructional procedures. For some 300 years, social events, for example in many nations around the globe, were not seen as residents of this particular country or depended on to

throw aside social comportment and follow dominant norms to strengthen their national structures, as were ethnicity, ethnic communities, refugees or visible minority groups.

2.2.8 Democracy- As a Living Method

Dewey (1944) describes that democracy is more than a type of government; it is essentially a method of related living, of conjoint imparted understanding. Each coinage of the currency and utility bill suggests a noticeable recap of the country's public heroes and morals. New actual political and social forces inside and within countries have also increased the focus on civilian instruction both in increasing and developing majority rules to build and maintain democracy. In our nation, the making of conditions increasingly great for the popular government has prompted an expanded accentuation on community instruction for the two chiefs and the electorate. Civic education in an equitable society undoubtedly should be worried about advancing comprehension of the beliefs of democratic government and a contemplated pledge to the qualities and standards of democracy (Zaheer, 2011).

Taleb-Zadeh (2012) has conducted a study on the part of the Social studies curriculum in the progress of civic skills and found that out of a total of 3194 intended chapters in the book content of secondary school social sciences, only 99 chapters were assigned to civic skills. Kiesa (2012) found in his study that citizens' character is affected by early opportunities for inclusion in community life, the nature of contribution openings, and whether learners had so many good citizen examples. According to (Elms, 2001) Citizenship education is very important for a civilized and moderate nation. "A study of content analysis based on citizenship education" conducted by (Eftekhari, 2016) concluded that it tends to be reasoned that the significance of the media, the obligations of the

government, and parliament have been in the spotlight while civic rights have gotten less consideration. On the other hand, (Margaret, 2003) said that all residents need to comprehend the fundamental qualities and standards of a democratic government is a very much acknowledged reason. Every one of the 28 nations partaking in the IEA Civic Education Study concurred on that point. The consequences of the investigation, in any case, uncover that this goal is a long way from being figured out. Truth be told, American students positioned 10th among the 28 nations in their comprehension of popular government.

Jalal (2018) described in his article that there are hardly any key attributes of genuine popular government, for example; free and reasonable races, the job of media, training, legal executive, ideological groups, and strict resilience, and so on. Pakistan has encountered legitimate and popularity-based types of government since freedom. Numerous popularity-based governments have administered the nation however notwithstanding that legislators in Pakistan couldn't give the fundamental offices of life to the overall population. The absence of opportune, free and reasonable decisions, the hole between political first class and open, military laws, common military relations, absence of training and mindfulness in the overall population are some key obstacles in the accomplishment of vote based system. Consequently, for the achievement of vote based system in Pakistan, it is additionally important to improve these devices.

Siddiqui enlightened in his report that this concluding feature of Pakistan's political culture is determined in an intriguing, yet risky, way. It is in a bigger number of ways than one a goal for good administration, not really, a vote-based system. While it might be difficult to isolate the two in any appraisal of fair solidification in Pakistan, it is a majority rules system

that should overshadow great administration. Why? Since great administration originates from popular government, not the other path round. While elements like Singapore and Hong Kong might be opposite guides to the contention being made here, it is practically incomprehensible, as ongoing fights in Hong Kong show to keep individuals oppressed for long in a dictator political framework that ensures great administration however not majority rules system.

2.2.9 Democratic Rules

Parray (2014) concluded in his article that in Pakistan democratic rules system and law-based organizations, in their genuine soul, will arrive at the degree of soundness and smooth accomplishment in the wake of holding three to five back to back reasonable races and obviously with the smooth working of governments-in-power. What's more, as the second back-to-back majority rule system in the post-military period is as of now in progress, Pakistan will be on the way to a fruitful and "stable" popular government in the next 10 to 15 years. It is trusted that if it goes on with the same perfection and ordinariness, at that point by the years 2025-2030 Pakistan will be, hopefully, a fruitful Democratic Muslim Republican Country.

Besides, civic education relies on sharing real knowledge about democratic institutions, processes, and essential elements of national history. There is also increasing recognition that people do require more complex political knowledge and awareness such as topics of conflict, intergroup ties, municipal structures, or cultural affairs. Khawaja (2013) clarified in his article that this exploration note is keen on breaking down the nature of the democratic system in the Islamic Republic of Pakistan. It centers on the current political condition of the country and how it has grown politically since its birthplace. Different

viewpoints incorporate the conversation of the democratic rule and non-democratic based parts of the nation, regardless of whether it very well may be called genuinely vote based lastly, finish up if vote based system is the most ideal path forward for Pakistan.

Goltash, (2014) in their research entitled “Educational democracy in schools and its impact on the development of critical and social thinking skills of first-year students” decided that aside from the truth that citizenship education in modern educational systems is one of the most vital direction and area of education and established countries offer figures for attaining this goal in the best conceivable way, citizenship education in the government schools of our country is faced with a challenge. Also, there was a major difference between the score of critical thinking and social skills among the students of private and government schools. Ginsburg (2018) suggested in the article that non-democratic entertainers, including political party groups, elites, and unchosen judges and administrators, have a basic task to carry out in turning away democratic erosion.

Moral principles play a vital role in encouraging civic policy as they individually find local concerns important and offer a feeling of commitment to public action. This engagement model is just slightly competent. Although young people are not concerned with radical "policy" or the joining of a political party in certain cultures and environmental concerns, they are interested and involved (Haste, 2006).

As indicated by (Avery, 2002) that quantitative substance investigation of three broadly received civics course readings uncovered that ideas related to customary progressive, resident's obligations and opportunities, far dwarf ideas related to traditional republicanism or Communism (the complementary connection between resident's privileges and their duties to the open great). Also, this attention on rights and opportunities to the general

rejection of obligations and commitments might be a chance with a progressively collectivist worth direction held by late outsider gatherings. Predictable with past examinations, our investigation demonstrates that the idea of political cooperation, outside of casting a ballot, assumes an exceptionally little job in civics content.

2.3 National Identity

The quest for the end of a rain boat to establish national origin "National identification" is a person's mentality or feeling that his government, state, or region has a position. It is a nation's feeling like a permanent society with unique gatherings, history, language, and legislative concerns.

A nation is a network based on a similar language, history, and culture. It creates bit by bit dependent on explicit language or images. It is an uneven comprehension to think about a country as a region or a race. National identity is the center of the country building, soul, and brain science, which is the general demeanor towards the country. People of a country will increase the feeling of having a place and national identity by methods for language and culture.

2.3.1 Pakistan's National Identity

Youniss, (2011) recommends that "A main duty of children is the growth of a social identity that grips an orientation towards civic and political contribution." Kamran (2014) described that Pakistan's national identity is arranged through Islam, Urdu, and Hindus as the 'other'. Rais (2004) mentioned that in Pakistan, religion (Islam) is viewed as supra-national; hence, the nation battles to frame a particular country depends on social or ethnic viewpoints. Even though Pakistan is a greater part Muslim nation with 96% Muslims, it has 3.54% of strict minorities, including Christians, Hindus, Persis, Buddhists, Sikhs, and others.

Tahir (2017) recommended in his article that the genuine response to the proceeding with banter on Pakistani identity isn't to take a look at history for an answer, for the historical backdrop of Pakistan is inseparably caught with the historical backdrop of India as Pakistan was a piece of it until 1947. The endeavors to discover legitimization for its creation by stressing the distinction among Muslims and Hindus and giving strict premise to Pakistani personality and afterward attempting to some way or another de-interlace strict sacred writings from its administration has brought about a scholarly void. A continuous increment of the job of strict powers in the administration of the state is observable to any sharp understudy of political history in Pakistan. Battling identities have their impossible-to-miss issues and the issue of tolerating them as parts that structure the plural Pakistani state-level character isn't just an issue of acknowledgment. It will require a great deal of exploration, discussion, and settlement inside these ways of life also. Various issues should be settled between these personalities. He further suggests that subsequently any popularity-based change in Pakistan's administration is attached with the acknowledgment of the plural premise of Pakistani identity. How Pakistan tends to its plural identity issue will decide its future. The particular sacred, authoritative and political strategies must be investigated. It includes the rebuilding of regions/unifying units that mirror these personalities, trailed by a working government structure dependent on the genuine democratic system that isn't controlled really or mentally by any unitary structure. It is through pleasing and tolerating the majority that Pakistan's security can be guaranteed.

Qazi (2018) explores in his research that Pakistan's younger student's development of their national identity in a Pakistani school in Dubai by drawing on information gathered from learners and educators from the case school and breaking down the national educational

plan textbook utilized in the school. Educated by Foucault's ideas, the article problematizes how the educational program textbooks are utilized as an innovation of intensity for instilling national cognizance in the students. The discoveries propose that Pakistan's national educational program textbook sends a particular variant of Islam as a significant innovation, which at that point impacts another national identity implied in the textbooks for molding student's national identity. The school manages a critical space for the mind-boggling interchange of these innovations, which develop students' ethnocentric national personalities, empowering social polarization. This has suggestions for Pakistan's national social union just as the potential for undermining global serene conjunction and working connections, especially in the selected overseas study background. The component of national identity is frequently missing when civic education is well-defined in association to usual worldwide administrative procedures such as polling, rather than on what influences conduct. It is also a debate that for effectual education it is compulsory to start from where youngster's involvements and curiosities are, and to apprehend what are the diverse features that motivate those to engage in this process? Distinct and cooperative identifications are gradually known as key elements in the description of civic enthusiasm and obligations. For this purpose, individuality is vital to why, when, and how people become involved, and the meaning they make of such commitment in their specific socio-cultural backgrounds. National identity is not a stable distinct quality of the person's psychology, but rather a dynamic and adaptable psycho-social development, however, make sense of themselves and assign their position and role in their civil societies in respect of their social representativeness. Civic identification thus shows the relationship between individual qualities, choice, and the different circumstances under which the person is

created. The sense of intervention and effectiveness of the person includes the national identity. Intervention applies to the context of being an essential involved citizen and liable for the welfare of society.

2.3.2 National Identity-Around the Globe

Anno (2018) mentioned that the connection between national identity and democratic rule government is a complex one. National identity gives an establishment to the law-based governmental issues in any event two detects. In the first place, the spread of national identity can set up the ground for the democratic government as patriotism breaks the tip-top restraining infrastructure on legislative issues and changes the majority into members in the political procedure. Patriotism obviously can emerge without vote based system. In any case, in any event, it prepares the majority and imparts in them the feeling that they, as well, are individuals from a political network, which could lay the foundation for later democratization. Second, in numerous states, national identity gave an instant response to the topic of the limits inside which democratic rule government is to be practiced. For the situation of Japan, the nexus of national identity and democratic government was tried in the Meiji and Taisho times, basically cut off in the prewar Showa period, restored in the after war Showa time, and is being tested over again in a quickly moving universal setting as the Heisei era time attracts to an end. These different tests and outer difficulties offer exercises on how the Japanese case is informative for different cases.

She further describes that delivering a base for the execution of democratic politics, national identity may maintenance or challenge the democracy, dependent on how its particular content is clear. National identity answers the question of who we are as a citizen of a specific nation, and what kind of position we (the Japanese, the Chinese, etc.) conquer,

and what type of part we can take place in the wider world. National identity replies to these questions in the ancient background. The question of who we are cannot be answered completely unless we also answer the question of who we have been in the past, and where we might be supervised in the future. Furthermore, how national identity gets defined has important executions for the nation's cultural, economic, and political development, comprising the progress of democracy. Thus, an analysis of the influence of national identity on democratization has to take into thought various features of national identity.

She concluded that the future of democracy is finally in the hands of the people in each nation. What the international community can do is only offer a promising environment. But for this to happen, the "Well-known" democracies must start by rebuilding their own citizens' trust in the democratic procedures by referring towards the difficulties of economic difference and ideological bitterness that trouble them. What is required most is perhaps to mend the sense that, regardless of their many variances, the citizens are involved in a common project to confirm a better future for the country as a total. Only through recapture confidence in democracy at home will the "Well-known" democracies be able to muster the strength, patience, and wisdom needed for encouraging democracy overseas.

Chowdhury (2009) described that significantly, Bangladesh is now a "satisfied" nation that protects the information that, given its independent status, neither of its two qualities of being Muslim nor Bengali are extremely threatened by external factors or elements. The national curriculum, which is well composed to plays a role in regional politics as a bridge-builder. It has been a significant influence on the actions of Bangladesh as a country throughout its existence. It is not surprisingly a very vibrating urban culture that has borne in other areas of the world ideas such as 'microcredit' and 'non-formal schooling' for

children. Professor Mohammed Yunus and his Bank received the Nobel Peace Prize in 2006, a great national enjoyment. It is also well established that "women's welfare is an essence of Bangladesh." Bangladesh, which helped to maintain a certain degree of social harmony, has these characteristics in its own right. Nevertheless, the challenges facing this nation of 150 million people with a per capita income of \$690 are also numerous, with a view to Bangladesh's poor and undeveloped actions in South Asia. Bangladesh regulates and describes its role in Asian development in the manner that it is active with its leadership and population.

A nation is a depth and a mystical principle. Two things, which are one, establish this depth and the mystical principle. One is the past, the other is the present. One is the control in common of a rich legacy of memoirs. The other is the current agreement, the wish to live together. Dahal (2014) explained in his report that Nepali identity is characterized by Nepali residents feeling of Nepaliness, their confidence in its untouchable zone of national estimation, Nepal Mandala, worship of culture and scholarly legacy, and enthusiastic sense of pride by safeguarding its explanation. The Nepali sages and statespersons had illuminated individuals of assorted organic and social birthplaces on national mindfulness. Presently, residents with legitimate equity guarantee reasonableness in the result and appreciate rights as a premise of social equity. Grassroots collaboration, democratic structures, commonly, are government assistance situated. Intra and between cultural accord for social collaboration and harmony in Nepali society can reduce open disturbing up of scorn dependent on ethnicity, collective separation, and topographical assorted variety and show solidarity in the national character. Connected with citizenship can revive the key open foundations as they can offer them a feeling of network and shared mankind.

Nepalese can practice the extraordinary choice on the polling forms, recover their democratic rule rights to take part in administration, and execute a generational strategic advancement. An unmistakable better life, a day-to-day existence pardoned from the tangled trap of dug-in corporatism can improve mutilating crystal through higher-request information unclouded by callous utilitarian math uncovering solid reverberation in Nepal. The appointment of neighborhood bodies has given a chance to pioneers for long-haul interests on the side of open help. The democratic nation requires making ideal conditions for all entertainers to coordinate on shared interests. The grassroots political development from hostile to abusive behavior at home, existential danger, atmosphere equity to the strengthening of frail should burn through no time in securing between sectional organizations on essential issues looked by them and sort out group activities.

Iran has genuinely struggled hard since the start of its nation-state building cycle to clarify its national image in a meaningful and ringing way. When focusing on the multidimensional essence of Iran's national culture, highlights the two most important elements: ethnicity and Islamism. This essay was published by Saleh (2015). This reveals how the contradictions between these two exist at the center of not only Iranian identity but also Persian identity issues. Exploring how the two bases of identity both rely on similarities and the discrepancies suggests that using challenge approaches a cohesive Iranian national identity is not feasible until the conflict between nationalism and Islamism at the center of Persian identity has been resolved and is inclusive for all, including the ethnic minorities.

According to Arbutina (2019), Germans as a nation are as yet attempting to comprehend being German. The conclusive outcome is as yet ambiguous, in any case, regardless,

anybody taking a gander at the corrected Nationality Act for the soul of an open and welcoming society will be looking futile. Also, the individuals who don't feel invited will scarcely decide to build up any genuine energy for their new German identity. In any case, despite all endeavors at separation, these individuals can become Germans, as well. As Article 116 of Germany's Basic Law clarifies, "A German is an individual who has German citizenship". German nationalism is a political feeling that encourages German-speaking unity into a society. German nationalism emphasizes and fully invests in the national identity of Germans. The making of the European Union was to some degree a push to bridle German identity to a European identity. Dittmann (2019) concluded in his study that a culturally based, ideologically based, legal-formally, or trait-based meaning may be German. The classifications of heritage and ideology are broader and more multidimensional than the civic and ethnic types in previous studies. Through utilizing traditional qualitative and quantitative approaches, we are improving and expanding our perception of how people are constructing their national identities and thus providing a social psychological impact on some of the more serious debates of this period. Berdahl (2010) described that Canada's role in the world is widely believed to be inseparably linked to its national identity. It should be a world citizen on the world stage, to be a Canadian. Indeed, data from public opinion indicated that their sense of national identity knots the deep sense of internationalism of Canada. Despite this important connection, there has been limited consideration of how the Association can relate to attitudes in the public opinion about international affairs in Canada despite its important role on the world stage and its national identity. At the Canadian national identity point, a study shows that Canadian governments have for decades been actively aimed at creating and developing a pan-

Canadian collective national identity and that foreign policy has been one of the instruments used for this reason. In terms of "middle-powers and liberal internationalism," consecutive Governments from St. Laurent through Chretien have defined the role of Canada in the world. The federal conventional government recently used its foreign policy instruments to flaunt a new kind of Canadian identity linked to the defense of North America, Arctic authorities, and strengthened military support.

National identity is a discernment wherein individuals accept that they have a place with a similar ethnic gathering, it is an uncommon perception including frames of mind and expressions of love between one another right now. It is fundamental to the mental working of individuals from ethnic gatherings, Chen Lihua accepts that national identity is a feeling of having a place with an ethnic gathering, (counting discernment, thinking, conduct, and feeling related to this ethnic gathering.

The Sydney Morning Herald (2004) concluded that Education was also important to cultivate the values of rationality and compassion. Yet it has now become more than a corridor for social change with many technical variations. It is the key to individuals, economies, and nations' economic achievement. The education system is called upon to prepare students for the future's jobs, not just today's jobs. For certain instances, today's high school students must operate for roles not yet created using technologies not yet developed. Our top priority is to foster innovation in the nation and to determine the value of lifelong learning. Education has been chosen for budget cuts under the present government. This is going to be our biggest social investment field under the Labor Party. I want to talk about the consistency of our education system as we talk about Australia. The Australian identity is chaotic across countries of the world and certainly a larrikin strip

of the populism of global society. Yet still shrewd enough to impress the experts in New York and London, close to a Peter Carey or a David Malouf. Presently, following quite a while of uncertainty and reflection, our whole nation's identity, our way of life as a country, coordinates this individual identity due to educational reforms.

On the other hand, China is encountering the change from traditional society to modern society. Ever, not many nations have set out on such a change procedure including a wide scope of social, financial, political, social, and different fields. Such a significant change will undoubtedly bring extremely intense social pains. The progress from the customarily arranged economy framework to the market economy framework is a significant social change, and it will undoubtedly cause a progression of exceptional changes in political, social, and different fields. In the more extensive set of "Social change with regards to globalization", the difficulties experienced in national identity are more extreme. Zheng (2004) described that success in today's democracy is the product of national identification. After the French Revolution, the new patriotism is not just an ideology; it also relies on this concept for political and social growth. The country state is the most immediate political result of today's patriotism. Every state at the cutting edge has two important angles. First of all, the state system and secondly, the national identities of the people of the state area.

2.3.3 Cultural Identity:

Rizqy's (2018) Study's results recommended that national and cultural identity, as well as cultural and religious identity, took in the consent, while the connection between religious and national identity was limitless. It was also found that being a Muslim and owning a solid sense of ethnic identity will boost the chances of being a prouder Indonesian, being a

nationalist Muslim, and accepting multinational Islamic movements decreased the possibility of having a solid sense of national identity. According to Yuliati (2014), besides historical paths, the Indonesian citizens cannot be unplugged from the shifting of international cultures and now many citizens are remorseful that the national image of Indonesia is fading due to the abundance of foreign cultures.

Mohammad (2015) describes that findings from the data described that teachers that belong to both sectors i.e. in private and public schools are following the context only written in the Social Studies textbooks. They provided reasons confining themselves to the teaching of the textbook's content. Firstly, they have assumed by themselves that they had to follow the same sequence of the textbook. Secondly, they reported that they had too tight a teaching schedules to add extra content on cultural diversity. Thirdly, they reported that to prepare students for the state examinations they had to limit themselves to the textbook's content. Fourthly, in their classroom, they stated that the absence of cultural diversity and students from different racial or religious backgrounds made them teach the substance of a textbook, as it was. Fifthly, because of their individual beliefs, it would undermine the process of national integration to discuss ethnicity or religion in class. Sixth, for fear of undermining class discipline or causing group uproar, they have not provided additional material on cultural diversity in Pakistan. Seventh, teachers indicated that it was often their restricted understanding of other Pakistani communities, which rendered them unable to move beyond what the textbooks knew.

Along with the creation of these international cultures, romantic loyalty to national cultures exists, suggesting a lack of remembrance of memories that are necessary for the defense of and preservation of the Indonesian country and national identity.

The new Turkey has legitimately and promptly recognized its history and culture of the Western world and guaranteed an all-out break with the Ottoman and Islamic times since the beginning. This was a period when the new system was starting to transform social and political life in Turkey with numerous significant advances, such as the annulment of the Caliphate and the adoption of a constitution that proclaimed the new state a Turkish state. This was followed easily by different laws that squashed the popular joints of Kurdish heritage in the open circle (Gokay, 2016). National identity is an insight where individuals accept that they have a place with a similar ethnic gathering, it is an extraordinary comprehension including perspectives and expressions of love between one another right now. It is vital to the mental working of individuals from ethnic congregations.

Benish (2018) mentioned in her article that in each country, there is a solid association of ethnic identity with their history and culture which functions as their character; to characterize themselves, and to present themselves regarding their separated ethnic personality. Accordingly, ethnonational personality is considered as a type of patriotism for various individuals having a place with various ethnic foundations and social affiliations. Also, Nationalism is regularly alluded to as energy to counter ethnic patriotism, however, to make it down to earth, the state must satisfy its obligations. The improvement of ethnology national personality rather than a nationalistic character in Pakistan during post-present day time is a result of the way that, Pakistan neglected to follow its personality; so the dread of losing an ethnic way of life when contrasted with the national character constrained the patriot to battle for the matchless quality of their character. Up until now, in the post-current time, the decision of first-class of ethnic gatherings stayed adhered to their conventional thoughts of controlling and preparing the majority for their motivations.

It is it could be said a kind of subjugation, and this establishment is held by the ethnic elites in Pakistan. Ethnic elites of the considerable number of areas, aside from Punjab, the dread that solid community with Punjabi mastery; would compromise their inclinations and personality.

2.3.4 National Identity Characteristics

Almonte (2003) described in her article that the most striking political capacity of national identity was shown in the textbooks which characterize the impossible to miss esteems and identity of the country and mirror the traditions and mores of the individuals. Under this gathering, the significance of the social and legitimate jobs and privileges of the citizens were underscored. Commendably, a more noteworthy accentuation was offered explicitly to the job of the citizens in the assurance of the earth. The above discoveries, notwithstanding, may have confinements. For one, the study had one encoder. Along these lines, a replication of this investigation that has more than one encoder is expected to increase a reasonable level of dependability. Second, as demonstrated prior, there is a lot of boundaries utilized in characterizing the idea of national identity. The sixteen directions in the boundary may have not completely characterized the idea. There may be some different parts of national identity that were not secured by the limits. It would, along these lines, be intriguing to investigate the boundary opposite the changing idea of national identity. Third, this investigation didn't discover the degree to which the teacher utilizes the textbook in the showing procedure and the effect of the textbooks upon the students' feeling of national Identity.

National identity is characterized as the feeling of one's availability and eagerness to accept citizenship obligations and the conviction that one person can bring the change (Youniss,

2011). According to Yuan and Fang (2016), national identity is a perception where individuals accept that they have a place with a similar ethnic gathering, it is an extraordinary awareness including mentalities and expressions of love between one another in this gathering. Traditionalists reject a pluralistic model of Pakistani national identity and argue that since Muslims are in the majority, they should enjoy more rights than non-Muslim minorities. Furthermore, the proponents of this conception tend to reject any kind of demand for the promotion of ethnic diversity and believe that “The centralizing role of Islam could be followed and accepted to harmonize ethnic and linguistic diversity in the country. Islamic philosophy is a panacea for racial demands and political and socio-economic problems” (Shafqat, 2009). Besides, they project a homogeneous vision of Islam, neglecting competing forms, conceptions, and sects of Islam in Pakistan.

It is likewise fundamental to take note that the importance of knowledge in the life of any country cannot be denied. The nonattendance of training formal and casual would put in question the very endurance of a country. Group of Individuals with the vital information in each possible zone of human undertaking financial, social, political, logical, and mechanical are required for the progression of any country. Aside from helping individuals to become valuable voters, learning civic education causes them to build up a valuation for their social legacy and to live all the more fulfilling lives. What’s more, instruction adds to social change and social versatility. For a country to accomplish a generally perplexing degree of advancement development its individuals must gain proficiency with a lot. Training is the chief method for obtaining and showing basic information and abilities. It is education that gives the moral concrete that assists with holding together the very human advancement of the nation. It is in this way exceptionally fundamental to focus on civic

awareness. Nations put forth attempts to build up a national personality so individuals from the state, regardless of being distinctive offer a personality and act in light of a legitimate concern for all.

2.4 Diversity/Social Cohesion

As ICCS (2016) portrayed that “individuals” valuation for and level of affirmation of the assortment of people and their points of view that exist inside and over their social orders is designated as “Diversity”. “Social Cohesion” is a variety of knowledge-based activities, including awareness and appraisal of human vulnerability, environments, and the natural environment. Probate common consideration for each other features and meetings which are not identical to ours.

2.4.1 Diversity-Around the Globe

Choudhury (2020) explained that the National Curriculum Framework (NCF) of India (2005), proposes “Human sciences research from a disadvantaged community viewpoint. It is important to inform all sectors of the social sciences of justice for gender and sensitive issues concerning minorities and communities. More specifically, the school will be willing to collaborate with families and respond to their needs (including or except unique friends and interests with their scholarships) and convince them to see the educational importance of these decisions”. In a country like India, where culture, religion, and caste play such a prominent role within society, the role of inclusive textbooks becomes crucial. Instead of paying lip service to regional diversities in textbooks, we need to start integrating them with larger conversations on India’s complex society.

In a recent report “The Ties that Bind: Citizenship and Civic Engagement in the 21st Century” (2017-2019) which was published by House of Lords London, clearly written

that diversity can be a quality, yet just in as much as individuals feel they are all piece of very much the same society, as opposed to a wide range of social orders in a single nation. To do so, we will gauge knowing and know what it truly entails to be a good person in terms of how we are functioning and handling each other. To do so is not to dwell on particular racial categories or sects. That is a surprising reverse. As the concept of "early childhood education" evolves, one of the more powerful improvements is to underline the concept of diversity. The actual degree of diversity in democratic culture due to cultural disparities at best may only understand mildly the rising emphasis on diversity in civic education. They intend to offer the creation of sociological documents that take account of the increase in diversity and multi-ethnic pressures in civic education. A combination of beliefs, viewpoints, and practices will benefit our general population. Respect for certain people's viewpoints is a tremendous requirement, respect of the rule needs to begin everything. Laws or regulations have the poor condition and may have a small to negligible effect. The equivalence of persons or gatherings under the functioning rule of the world is the cornerstone of our society at large. That is why the rule of law, together with the promise to vote, unilateral democracy, and the unexpected reverence for proper principles and self-governance, are the standard estimates of any democratic nation.

In 2006, Starkey finds out in his report regarding diversity that civic sense distinguishes some key topics inside the studies, for example, assorted diversity and solidarity; worldwide and cosmopolitan citizenship; youngsters as residents; democratic rule tutoring; learners understandings of citizenship and democratic system and the correlative jobs of schools and networks. Trainers have progressively concentrated on intercultural abilities

and to the ideas of diversity and worldwide citizenship with an end goal to address assorted variety at various scales from the neighborhood to the worldwide.

The point of civic training is now and again reduced to a political proficiency comprehended with regards to state-based political instruction. To beat these cutoff points, different researchers call attention to the need to outline between native's responsibility to a state-based democratic rule government and their acknowledgment of and pledge to the general standards of human rights, the standard of law, diversity, fairness, and common society, since these qualities might be diversely conceptualized and actualized in various social orders and besides popularity based. World-wide associations like UNESCO and the Council of Europe have focused on the worldwide and territorial (European) measurements of citizenship instruction, investigating manners by which students may be urged to practice concern and dedication towards individual humankind past the fringes of the country state. These advancements raise specific difficulties for training arrangement creators and educational plan organizers, as weights to deliver questions identifying with inconsistent force relations both inside networks and country states, just as in global relations, have gone to the forepart. While pressure exists between advancing solidarity and perceiving assorted variety, the propensity is to keep on accentuating a restrictive devotion to the country, an occasion at the danger of advancing a select patriotism.

To that purpose, there must be a degree of awareness and recognition of what a decent person implies when it comes to how we interact with each other. In emphasizing that clear that is not to dwell on particular racial or religious groups; the opposite is noteworthy. When the notion of early schooling for any infant emerges, one of the biggest changes in public schooling underlines the concept of diversity. The reality that cultural disparities

imply that the true plurality of society will at best only mildly justify that tension in civil education on plurality should be debated. People strive to offer the creation of sociology that substitutes for the growth of diversity and multiethnic stresses in civil education. A combination of beliefs, opinions, and practices will benefit society in general, and accepting others' assumptions is a huge necessity; the legislation has to be upheld. Laws or regulations have a negative condition that has a consequence that can be decreased or diminished. Individuals or similar assemblies under national active legislation form the foundation of our society. Of this cause, along with the right to vote, particular independence and respect of proper interest and self-regulation are unexpectedly the basic principles of any democratic country.

Banks (2004) described in a report that a worldwide agreement board of researchers on Education for Global Citizenship in Settings of Diversity which was assembled at the University of Washington, Seattle from 2003-04, considered the examination proof. The board inferred that there is a need to re-examine the points and procedures of citizenship instruction in educational institutes expanded diversity and expanded acknowledgment about diversity need a dynamic re-analysis of the tops and ends of citizenship instruction. Multiethnic communities have faced the problem of founding country-federations that identify and integrate the variety of their people and hold a predominant group of shared ethics, principles, and objectives to which all the people of the country are committed. Only when a country-federations are united across a group of democratic ethics such as individual's rights, integrity, and equivalence can it protect the freedom of traditional, cultural, linguistic, and spiritual groups and assist them to practice freedom, justice, and

peace. Residents who comprehend this harmony-variety tension and act accordingly do not appear from thin air but they are prepared for it.

According to the report of The Sydney Morning Herald (2004), Most Australians do not consider the need to demonstrate their ethnic diversity. They are so committed to it and its advantages. I lead a culture with multiple religions now. It is still thriving, often forming new ties between people and cultures. It would be a fresh and realistic way to talk about multiculturalism and Australia's collective history. Social unity is as critical in a divided nation as support for the transition. It offers the foundation for collaborating and learning from people of diverse cultural backgrounds. That is the secret to our domestic development: our opportunity to captivate and create a better Australia that expands on what we already have. The report concluded that our identity and values are important as a nation. They support the devotion towards their country and sense of belonging. And in a collective debate on national identities, one would never refuse to speak about them. We didn't do that sufficiently in the past. It's an Australian style: Australians don't often speak about themselves in warmth. And the whole of the planet has a great tale to share and you can do some of it. It is an exceptionally autonomous tale about a man's behavior, who is imaginative, tolerant, aggressive, and egalitarian. A cooperative strategy, which is the central point of all our regional policies for everyone's chance. A real and unguided liberal democracy.

Most projects are planned to allow cities across the world to become responsive to existing communities' physical, social, and economic challenges. There are at least a hundred of these projects in big cities and many find social stability to be one of the core aspects of a healthy community. The various fields, "pillars" of community-educational

structures, social and religious organizations, business institutions, and government are affected by social unity, "glue," which holds a community intact. This report explores the effect on the societal unity of the three branches of government (executive, legislative and judicial). This paper also discusses the dyadic partnership between the government and other cornerstones of society. Finally, the social cohesion role of national symbols, slogans, pledges, and language is addressed. Cities are organized so that their socioeconomic disparities are both produced and reflected in them and thus the resilience of some compared with other components is weakened (Vale 2014). Digital infrastructure is being seen to encourage societal sustainability and resiliency as opposed to physical infrastructures, but only as a philosophy and innovative action can it be useful if social aspects are taken into account. This cycle of studying what makes a city robust is in its infancy and stresses the still ambiguous essence of resilience

According to UNESCO (2003) in previous history, customs, race, and gender have been features that prejudiced strategies and performances have been initiated in variant backgrounds. At the start of the 21st Century, there may have been a decrease in such tries worldwide. Yet, prejudice based on culture, ethnicity, and gender are still present between many nations, although it is now often carefully tied to drawback and is the result of poverty, regional economic differences, and rural or urban habitation slightly than straight discrimination. Globalization and resulting in large-scale immigration have fetched these issues to the lead of policy agendas since the gap between rich and poor seems to be getting wider while growing cultural multiplicity at the state level has ignited discussion about learning to live mutually in a multicultural state or country.

2.4.2 Cultural Diversity

As reflected by Carrizales (2010) with the trends of the United States of America are rapidly shifting. There are growing incentives in the workforce for an effective public sector. The prospects can be seen in modern and creative solutions to the government and citizens' interactions, taking into consideration their population's cultural diversity. Public sector cultural competence programs enable the government and the public that they represent to become more successful. The following essay addresses that cultural competence programs are required in the program in public relations. The paper lays forth the basis for a public-specialist cultural competency system focused on four concepts: knowledge-driven, attitude-oriented, skillful and community-centered strategies. The dialogue on cultural competence in education lays the foundation for potential public administrations operating in highly diverse communities.

So diverse are the attitudes of leaders and cultural awareness and the vital skills of their opposing camps, irrespective of their context. Also distinct. Throughout our study, it is futile that we concentrate on ethnic minorities by trying to address and appreciate white pupils' issues. Such white pupils are highly significant in their behaviors for establishing cohesiveness in the group. There is little value in building confidence in ethnic minority students if they leave white students with feelings of bitterness and mistrust. It is also especially important for white schools to educate and to create connections to further understand the distinction and commonality of diversities in their curriculum. No school will integrate the culture and experience of all the nationalities residing in the United Kingdom; nevertheless, all schools need to consider the uniqueness and individual identities in ways that are appropriate for their conditions and the wider national and

international landscape. To order for the stability of the society and for the Country to feel happy with its diversity, as much attention and support for the schooling of minorities as students of minority ethnic communities ought to feel included in the needs of indigenous white students. It is also valid for instructors at such colleges. Multicultural schools are being funded downtown, but mostly white schools do provide multicultural schooling. Many schools are doing an outstanding job in overwhelmingly white communities in broadening the conversation and interactions with other racial groups. Yet a broader assessment can be made not only of the essence of multicultural education but also of its capabilities across classrooms in the same across the UK (Ajegbo, 2007).

Gay (2013) examines some of the key cultural responsiveness issues and attributes of education. It starts by describing my thoughts on cultural reaction and how it integrates cultural reactivity into my writing so that we can tell our readers what it implies. Such basic philosophical structures are accompanied by a description of certain concrete steps that are important for applying them. They restructure teacher attitudes and beliefs about cultural, ethnic, and racial diversity; resist diversity in teacher education and teachings; focus on culture and difference in the process of teaching, and establish pedagogical links between culture-responsive teaching and topics and skills routinely taught in school. Samples of her own and others' experiments are interwoven to explain general trends, concepts, and values of cultural education.

According to Ang (2010), this research offers an overview of the problems resulting from the early-year response to concerns of cultural diversity. The Early Years Foundation Stage in England explores the challenges of developing an effectively efficient early year provision and pedagogy that values cultural differences as a mandated curriculum. The

debate poses a critical discussion on the point that the challenge of establishing an equitable program at the beginning of the year is contentious. In particular, the cultural and socio-economic background of children challenges normality and universality, which are normally generated according to policy rhetoric and curricula for group provision. The debate draws on Foucault and Derrida's post-structuralism intellectual structure to criticize ideas of plurality and distinction. It then analyzes the EYFS as an example of the challenges arising from efforts to deal with cultural diversity through the curriculum. After its fifth birthday, the Early Years Foundation Stage (EYFS) will include the literacy, growth, and health care system for children from infancy to adulthood in August. In all registered early years it will be introduced and separately operated campuses. The EYFS framework is based on the five results in all children's issues. 'It is vital for all children to have an opportunity of accessing a stimulating and rewarding learning and growth experience irrespective of racial or religious context, home language, social history, academic difficulty or disability they must have the opportunity.

This makes the comprehension cycle vulnerable because failure to form appropriate power undermines the cultural, social, and political potential of the cities as a whole (Vale 2014). Broad understanding may cause organizations to select those facets and leave certain unaddressed, polemic turf wars without intervention and, most challenging of all, loss of unity in seeking to create real stability in and around the city (Sanchez, 2018). This is also possible that measures that are focused on these understandings will promote crises at various rates of social stability (Kearns, 2000). Social harmony is an essential mechanism at the core of the needs of society today but requires a common meaning or a collection of instruments and measures to calculate it (Friedkin, 2004). It is a dynamic societal system

since the cultural, democratic, and economic and concerns of various cultures are diverse (Bruhn 2009). On the opposite, experts cannot be aware of how harmony and plurality, and the boundaries concerned, are a built-in community where they can coexist with all their disparities to promote social stability in the towns (Novy, 2012).

2.4.3 Diversity and Pakistan

The National Technical Norms for Teachers 2009 have laid down criteria in the Islamic system for the quality of education concerning Pakistan diversity. The "Islamic Code (beliefs, prayer, and ethic), in the light of the Qur'an and the Sunna (Maarroof (Good) and Munkar (evil)); equality, justice, brotherhood, balance, tolerance, and peace), was defined as" Standard-3. Information about Islamic Ethics / Social Life Competency. The National Teacher Professional Standards (2009) also listed awareness and comprehension of 'Globally agreed principles' and 'Basic ethical principles' as criteria for qualitative teaching in classrooms in Pakistan, but these principles were not specifically elaborated. Also, teachers were told, utilizing the Islamic context "to accept the distinctions between people, cultures, and religions, and to appreciate the fundamental dignity of each human, cultural and religious community and 'tolerance and promoting plurality' and 'dialogue to settle the dispute. About education, the National Teacher Professional standards (2009) mandated that teachers partake in classroom and community practices including the development of learning societies, the implementation of the 104 Islamic code of ethics and Islamic instruction, the usage of Islamic/ ethical principles, and the use of Islamic awareness to cope with human rights problems, to maintain qualitative expectations.

Shah's (2011) study discoveries show a presence of a social assorted variety among various territories of Pakistan, where Khyber Pakhtunkhwa (KPK) having the most

unmistakable culture. Adjacent to commonplace differences with national culture on a coordinated premise, it doesn't influence the outcomes on a total premise. Thus the national culture stays a genuine portrayal of the nation. The idea of subcultures inside territories and the degree of their effect was the significant constraint of the exploration. As (Loo, 2007) stated that the formation of a national education system is that "Students from all ethnic societies could interrelate easily and finally improve a sensation of national belonging and fate". Instruction for civic education in schools does not occur in a vacuity. Slightly, the focal point of citizenship instruction inside a multi-cultural state will be to empower the improvement of inter-cultural residents who wish to create and support the multicultural state. Ayres (2009) explained the conviction that Pakistan's future and advancement needed to lay on a bound together social and cultural prompted the formation of a national story that focused on the solidarity of the Pakistani locale throughout the hundreds of years. As Ayres (2009) appropriately brings up, it was the supposition of the country as fundamentally unitary that tangled with the solid presence of a differing populace: 'the instance of Pakistan promptly uncovers the disjuncture between the country structure and its requests for a brought together social over a significant period, against the lived truth of a people yet 'ineffective' through the country.

Ullah (2018) mentioned in his article that considerably, established governmental issues, rule of law, and autonomy of legal executive are the best institutional instruments to secure and propel the interests of ethnology-strict minorities. The coercive hardware of the state may keep the tight top on the ethnic cauldron without a well-being valve, yet it can't annihilate the complaints of the littler ethnicity, which require a rebuilding of the political and monetary framework, endeavors to set up meaningful majority rules system,

libertarianism and devolution of financial, political and managerial capacity to suit the truth. Schools, close to other state organizations, have a key job in getting ready for equivalent citizenship in a multicultural state. Schools and other open foundations have as a focal part of their strategic, key job of testing segregation, attempting to oblige decent diversity, advance coordination, and empower all students to envision a progressively comprehensive picture of the country. Instruction for citizenship in settings of decent variety should fundamentally elevate inspirational mentalities to assorted variety, yet it likewise needs to address the genuine settings and encounters which students experience, and bolster them in basically breaking down these. Pakistan is a multi-culture state in which each cultural group not only lives according to its language and culture but also applies its religion. Students bring with them their experiments of the day by day life and are regularly firmly impacted by their families and encounters with society.

2.4.4 National Education Policy 2009 and Diversity in Pakistan

A country is a network based on a similar language, history, and culture. It creates bit by bit dependent on explicit language or images. It is an uneven comprehension to think about a country as a region or a race. National identity is the center of the country-building soul and brain science, which is the general frame of mind towards the country (counting creation, life, and so forth.). People of a country will increase the feeling of having a place and national identity by methods for language and culture.

Like previous national education policies, the National Education Policy 2009 was centrally concerned with the cultivation of national identity in Pakistani students. Several aims were adopted in this regard which clearly showed the National Education Policy 2009's focus on national identity. For instance, the National Education Policy 2009

explicitly aimed to cultivate Pakistani national identity; Democratic and social values, civil dignity, and a sense of duty and student engagement. It also "aimed at building a sense of solidarity and nationalism and promoting the ability of the people of Pakistan to create a welfare state". It aimed also to "revive the education system, to respond to people and society's social, political and spiritual necessities." "The educational system must provide our kids and youth with a high-quality education to realize their potential and contribute to the growth of community and country, to build a sense of Pakistani nationhood, of values of equality, social justice, democracy, national and local culture and a history centered on education policy is also suggested."

2.4.5 Diversity and Global Issues

Teaching diversity on national level increases opportunities for the students to develop a sense regarding international issues like migrations from one country to another. In short words, civic sensibility enables the students to broaden up their vision, promote their critical thinking, and more importantly should prepare them to absorb a culturally diversified environment.

Global issues like migration show its importance globally and it affects a country on the national level as well. That is why diversity in society takes place at every level of the country. Civic education focuses that every resident of the society is getting equal rights and he is an active member of the society. Immigration designs and the procedures of globalization in the late twentieth century implied that over the school educational program and particularly inside citizenship training the fiction of the homogeneous country state could never again be kept up. The nearness of vagrants and noticeable minorities, together with the battles of such gatherings to acknowledge equity inside the country state, keep on

featuring different imbalances identified with attributes and personalities, for example, sex of a person, class, handicap, every one of which should be viewed as while teaching for citizenship. The citizenship status of students represents extra difficulties to instructors, not least in settings where the educational program expects that all students are nationals of the nation in which they are examining. Proper training arrangements and educational programs once in a while recognize these types of decent variety in citizenship instruction. In Bromley & Makinen's (2011) opinion, authentic growing levels of diversity in people through, for instance, migration, may take part in more diverse styles in civic education, yet this machinery is directly interacting and involved in diversity. The worldwide movement of the people plays a role in the creation of new societal and ethnic hopes in how emigrants might be treated in a world where every person is assumed to be equivalent and to own basic human rights. The creation of new nationwide and worldwide desire of how migrants and minority groups should be handled pushes modifications in civic instruction, rather than the practical need of specific societies to handle growing figures of migrants.

Ideologies, ethnic citizenship and legal rights as current curricula combine concepts of modern nationalism, other cultural cultures, plurality, and human rights? We examine the essence of South Korean civic education books and expose this issue through a quantitative, diversified method. Findings suggest that national citizenship concepts remain core components, but their focus has diminished, although global citizenship concerns, in particular in the 1990s and 2000s, have significantly increased. The design and delivery of textbooks have more and more been learner-centered and empower students in a multicultural environment to become independent, creative individuals. Meetings with

students, consultants, and decision-makers are geared to the input on both foreign and national facets.

2.4.6 Social Cohesion and Pakistan

Even though Pakistan has now become one of the developing countries, the government recognized that one of the major encounters is in cultivating a harmonious and united society that shares a common national identity. Instruction assumes a key job in empowering this solid match. Shockingly, it can likewise work to disturb the harmony between making a fair society dependent on multicultural goals, by concentrating too firmly on the communications among residents and neglecting to uncover the inconsistent frameworks of a state which is an accepted multicultural society.

Rana (2018) described in his report that Pakistan is among the countries that have the least social union or the most noteworthy social dissension, generally religion-based. The Fund for Peace builds up a worldwide file on the delicacy of states by utilizing 12 distinct pointers, which likewise incorporate social markers to quantify the inside qualities of countries. In the delicate state's record, Pakistan's positioning has improved during the most recent couple of years and its positioning has gone from the thirteenth to twentieth in 2018. In any case, its social markers are as yet poor as 'bunch complaints' are expanding in the public arena. This pointer investigation the mentality of state specialists and predominant gatherings towards the particular strict, ethnic, or social gatherings for mistreatment or suppression. Khan (2016) mentioned that the nation is experiencing declining social attachment. There appears confusion in the nation. Entomb organizations, bury parties and bury areas battles have gone up throughout the years. Amusingly, there is a division between the foundation and political government on some international strategy matters.

This partitioned approach is an inviting sign for the unfriendly powers. These opposing components endeavor such vulnerable objectives in the general public for accomplishing their inclinations. The country can transform into a group and in the long run, become a flock if the current political agitation consistent unnoticed for a more drawn-out time. He also mentioned that there is much for social attachment in Pakistan. We have a great deal to share; a bounty of assets, skilled individuals, topographically huge area or more all, Islamic lessons of solidarity, fellowship, and peacefulness. State specialists need to have a full hold on open undertakings to lessen incongruities. The current age is consistently reminded about the penances our ancestors made for Pakistan; what was the reason for accomplishing this hallowed territory of Pakistan and how might we push ahead as a free, solid, and sovereign country in the challenged and disarranged world. Prospectus in instructive foundations and positive media jobs are likewise essential for social attachment.

2.4.7 Social Cohesion and the World

Education systems are trying to eliminate some of the obstacles to the dynamic contribution of all citizens in the community by enlarging the approach to educational choices through the Education for All movement. The basis for developments in educational access and quality are replicated in further investments in the improvement of regional and gender inequalities so that citizens of all cultures have equivalent access to modern schooling. But the attempts of educators are troubled by the problems facing many countries in the emerging world, containing the lack of institutions, political uncertainty, and the lack of social dialogue. Such problems are additionally worsened by many crises happening from natural calamities, armed battles, political changes, or financial downturns which do little to overcome remaining ethnic, cultural, or religious strains. As define by Peck (2008), in

its approach to diversity policy and curricular development, Canadian schools recently developed new policies and practices. Public schools were once transformed into institutions designed to promote the tolerance and protection of diversity to homogenize a diverse population. Previously organized curricula on the content of subjects are now set as standards for student performance. This paper explores the emergence of current principles of diversity curricula and discusses them in the sense of 7-grade student perception of diversity in New Brunswick. This indicates that students fall well behind the standards laid out in the regular papers. While the incomplete and inconsistent essence of the knowledge of the students will be discussed, this essay further discusses the main places in which the principles establish and enforce themselves. They claim that it should be meaningless for instructors to instruct and for students to meet the criteria.

Roberts (2003) elaborated that The World Bank Institute System for Community Engagement, Improvement, and Respect for Diversity (CEERD) covers awareness and integration. The plan involves a range of programs to foster inclusion and appreciation for diversity through curriculum and textbook change and instructor preparation both pre and in-service. The emphasis has to date been on forms in which bank-financed curricula will help educational institutions fulfill both student's expectations and foster social cohesion. Knowledge was distributed, by way of conferences and reports, and pilot projects in Ecuador, the Democratic People's Republic of Lao, Nigeria, and Sri Lanka. Such pilots are meant to introduce approaches that can be applied either in the pilot nation or in other programs. In multi-ethnic, multicultural, and multi-religious communities, such as Sri Lanka, five dimensions of social unity, citizenship, integration, engagement, acceptance, and legitimacy are particularly significant. In promoted national unity and solidarity

between the social groups of the countries, the education system is of central importance. Education is a key tool for promoting social cohesion through knowledge transfer and shaping individual attitudes to diversity and change. Sri Lanka launched social cohesion measures through school curricula, textbooks, teacher development, co-curricular and extracurricular activities, school organization, and language policy (Aturupane, 2011). Schools have been recognized as key social cohesion institutions for a long time. Schools promote or delay student tolerance, respect for other people, and the overarching sense of common identity and values. Their skills and skills prepare citizens for effective democratic participation. Schools are the object of democratic participation themselves. Therefore, schools affect social cohesion both by their impact on students and their behavior (Oder, 2005).

Most projects are planned to allow cities across the world to become responsive to existing communities' physical, social, and economic challenges. There are at least a hundred of these projects in big cities and many find social stability to be one of the core aspects of a healthy community. The various fields, "pillars" of community-educational structures, social and religious organizations, business institutions, and government are affected by social unity, "glue," which holds a community intact. This report explores the effect on the societal unity of the three branches of government (executive, legislative and judicial). This paper also discusses the dyadic partnership between the government and other cornerstones of society. Besides, the position of social unity is dealt with through national flags, mottoes, commitments, and language (Capshaw, 2009). Cities are organized so that their socioeconomic disparities are both produced and reflected in them and thus the resilience of some compared with other components is weakened (Vale 2014). Digital infrastructure

is being seen to encourage societal sustainability and resiliency as opposed to physical infrastructures, but only as a philosophy and innovative action can it be useful if social aspects are taken into account. This cycle of studying what makes a city robust is in its infancy and stresses the still ambiguous essence of resilience (Sellberg, 2015).

Throughout several countries in the last decade, fostering social integration through schooling has reappeared as a significant political priority. Yet national discussions about what social unity entails and whether schooling will impact it not explain. They distinguish between social capital and social stability in this paper and suggest that each of them is prone to contrasting activities. We develop a 'distributive model' through comparative cross-country analysis, showing the relationship between equal educational outcomes and various social cohesion measures. In the end, the theory explains cross-country trends and variations in educational inequality and social heritage in education and argues that the characteristics of the education system, such as high school "inclusiveness," can be an important factor in both. Ultimately, we suggest that strategies to improve social stability across education will pay greater priority than they do today to rising school equity (Green, 2010).

According to Brown (2003), with the increasing variety of student demographics, the idea "one teaching style fits everything," was related to a teacher-centering method. The study work has been motivated by modern obstacles for school teachers: policy demands for the renovation of classrooms, diverse requirements for children, educational changes, and school abuse. The literature review examined the strengths of teacher and learner solutions to the problems confronting teachers in the 21st century. Results showed that a shift in the instructional model is necessary for diverse communities that do not attain a teacher-

centered approach. This was claimed that the importance of restricting human rights in periods of turmoil is most frequently understood by students who grow an understanding of diversity and empathy in less time (Avery, 2002). Miller (2005) Just imagine how this world will be if all people see diversity as being part of our humanity, a marvelous and exciting aspect. Sadly that is not the case, and we often have negative and intolerant experiences.

Durkheim (1895) a sociologist, characterizes it as the reliance between the individuals from the general public, shared loyalties, and solidarity. A strong community moves towards the advancement of every one of its inhabitants, struggles towards and minimizes them, gives a sense of position, creates trust, and provides its citizens an opportunity of upward portability. It's through the feeling of finding a spot in the general public. Mutual qualities, shared interests, and shared vision are significant segments of social unions. Socially firm social orders convey trust and certainty, face difficulties intensely with aggregate knowledge. It additionally strengthens the national character cause. Social attachment gets influenced by a change in the quality frameworks, i.e., social, financial, and political. Changes in approaches at a state level legitimately impact social connections at the cultural level. Moreover, it influences the state-society relationship.

2.5 Social Studies-As Subject

Social Studies is a key instrument in this evolving world. It fills in as the establishment of social advancement the nation over. It goes about as a specialist of progress which changes a person to be a productive citizen of the nation. Social Studies is a mixture of various social elements. It is a subject that manages such a large number of orders similarly history of the social orders, their societies, land territories. It likewise manages the affordable circumstances and legislative issues.

That is the reason it is well-round created and gives opportunities to its students to think about their encompassing and individuals. The textbook is one of the numerous materials which is most as often as possible utilized in showing the learning process. It is one of the information sources which is the least demanding to get and gets one of the numerous guides to help the understudies in getting away from of topic. A textbook additionally assumes a significant job in educating; it encourages learning exercises because a textbook offers favorable circumstances that comprise helpful skills. The qualities of the textbook that meet the standards, generally are: it should meet the desires, curiosity, and capabilities of the learners, harmonize the teacher and match the requirements of national and international level.

Along these lines, a textbook is a significant piece of the educational program, since it is broadly used in schools. Educators and learners use textbooks as assets that are the principal source of data, direction, and structure since these encompass open exercises, vocabulary, composing, talking, writing, and social systems. The term Social Studies implies the investigation of society and people. The term was first utilized in the mid-twentieth century. In 1920 social studies was set as a subject in the educational program and since 1960, nations of the world step by step uncovered the urge to teach this course to their students.

2.5.1 Citizenship related objectives in Social studies Textbook

According to (Dean, 2005) the theme of the Social studies textbooks in Pakistan develop the following citizenship-related points to the learners:

1. Pakistan is an independent country. It means the rule of the people is limited to voting in elections.

2. Pakistan is a Muslim country. Islam is Pakistan's culture and philosophy. He is a decent guy, the real Muslim. A decent person is a guy who prays, fasts, charity gives to the poor and does his service to Allah, his neighbors, and his relatives.
3. They must be loyal and devoted Pakistanis. Patriotism must be comprehensive to the government in the rule.
4. Pakistanis share different cultures but they own the same religion, speak one language but dress in different ways.
5. The constitution is the highest administration; the legislature pays for national development and tackles the socioeconomic shortcomings of the society.

The perspective of Quaid-e-Azam for Pakistan was simply an attitude of being a good Pakistani, an attitude of patriotism. The way of thinking of two-nation theory mixed with the approach of Pakistani to build up the soul of the democratic system, implementation of the law and social equality, and the idea of government and prosperity of the state. According to Shahid (2007) After the Fall of Dhaka in 1971, there was a pressing need to help the National solidarity and energy among the buildup (West) Pakistanis. It was suspected that it must be conceivable if changes were achieved in the National Educational Programs of Pakistan. In this manner, for the first time in the Education Policy in 1972, the subject "Pakistan Studies or Social studies" was presented at different instructive dimensions. In this manner, it was declared as a mandatory subject nationwide in 1985 in the time era of General Zia ul Haq.

2.5.2 Objectives for Social studies referred by Ministry of Education Pakistan (2009)

Ministry of Education (2009) described the following objectives for Social studies at the primary level:

1. Instill a feeling of appreciation to Almighty Allah for gifting us a free and sovereign state.
2. Underscore the significance of citizen's blending of cultures, attachment, and enthusiasm.
3. Support and comprehend the philosophy of Pakistan, the Muslim fight for freedom from Great Britain and Hindus, and efforts for founding an up-to-date Islamic country.
4. Develop attentiveness about the multi-cultural legacy of Pakistan to empower the learners to better understand the socio-cultural mixture of the Pakistani community and get used to the concept of harmony in diversity in our national background.
5. To get familiar with the national and international heroes of the man-kind.
6. To know about the geographical area of Pakistan and its surroundings.

Pakistan is an Islamic state with an Islamic background. Ahmad (2004) elaborated that the first and main purpose of the textbook of Social Studies is:

1. To promote Islamic and social values in the people.
2. To promote historical facts and figures and also it's (nation's) cultural and civil traditions and customs.
3. To dealing with non-Muslims of the society.

4. To enhance the citizenship/democratic values, liberty of communication, equality in the opportunities and to show good attitude towards other people.

In this growing world, a social study is a key tool. This serves as the basis for the country's social growth. It serves as a change agent that turns an individual into a successful citizen of the country. Social studies help students learn more and enable them to participate effectively as country citizens.

In the middle of, the social research educational plan as one of the methods for preparing attempts to see the instructional and social foundations of students and children as social capitals for the increase of the devotees and Muslim inhabitants who are educated, responsible, and equipped for their character and social ways of life and highlight the sentiments of having a place with the place where there is Pakistan and are glad for their Islamic-Pakistani Identity and might play an amazing capacity inside the advancement of the nation. As Pakistan gets its independence in 1947, has had a divergent governmental alteration after every five years. With each governmental change, a new education plan was established. Each aimed to train 'good citizens' but instead of that, procreated the government's philosophy and its idea of citizenship and citizenship instruction. In this way, with an end goal to choose the amount important to citizenship content, we need one of a kind of investigation and one of the styles of investigation is text analysis. Presently we will talk about the conceptual framework for estimating civic information and idea.

2.5.3 The National Council for the Standards of the Social Studies (NCSS)

The National Council for the Standards of the Social Studies (NCSS), the United States-based universal committee of Social Studies instructors in 1992 explained the subject as "The combined study of the social sciences and human nature to encourage civic

proficiency” and it also specified that “the crucial aim of teaching social studies is to give assistance to young people and to improve the capability to make knowledgeable and logical judgments for the community, good as inhabitants of an ethnically distinct democratic community in a codependent planet”. This definition was repeated by NCSS 2010’s edition again (Herczog, 2010)

According to Ayyaba (2014) Ghanaian Curriculum policy of Social studies, it should be promising about two things: 1. To give awareness to the students about civic education, expertise, and morals so that they will become active citizens of the country. 2. To make sure that it is strengthening the code of conduct and values of Ghanaian democracy through the development of progressive citizens. As it is notable, the instructive arrangement of Pakistan has consistently been book-centered. Likewise, the textbook content has consistently been a significant component of the educational program in this nation. As indicated by what was referenced over, the current examination planned to direct a text investigation of the 5th class Social studies textbook in Pakistan. The consequences of the examination can be utilized by instructors, book designers, and policymakers too.

Tomal's (2019) study’s result shows that the text of the social studies textbook was created dependent on the orders of History and Geology when all is said in done, and citizenship to a constrained degree before 2005. Be that as it may, as it is resolved, numerous different teaches, for example, brain science, humanism, financial aspects, science, and innovation notwithstanding those predefined above, majorly affect the substance of course readings since this date. Likewise, the significant outcomes show that the information content was a lot more extravagant in textbooks before 2005; in any case, in the current social investigations textbook, the information power has diminished as the information

assortment has expanded in time. It has been resolved that the course of the social studies books is created by thinking about the sequence and from close to far standards all in all up until this point.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Research Design

Textbook analysis was done by quantitative research tools like rating categories (chart) which was based on the multi-modal approach of content analysis. Textbook analysis was advanced into a repertoire of techniques for research that guarantee to yield deductions from a wide range of verbal, pictorial, symbolic, and correspondence information. This study was a content analysis of the Social studies textbook of the 5th class being taught in Federal Education institutions, Islamabad. “Civic Sense” as a concept was discovered and a detailed analysis was carried out.

The researcher chose the textbook of Social studies 5th class and afterwards collected the data with the help of the categories (text, pictures, questions, activities) of the quantitative textbook analysis with the help of William D. Romey technique. Then analyzed those categories (text, pictures, questions, activities) with the help of further statements that were assigned for each category (text, pictures, questions, activities). At the end of the analysis, got the desired answers. Text coding was also part of the study of a text. Concise quantitative research was the method utilized in this analysis. Firstly, the quantitative descriptive questions have been made to analyze the data for quantifying.

3.1.2 Multi-Modal Approach

This research was a Multi-modal approach as the descriptive questions were made to find out the answers. Every element of the Social studies textbook which includes text, pictures, questions, and activities, was deeply and genuinely analyzed through the analysis of the

textbook's content. That is why Multi-modal approach was used because it defines the broad area of methodological work that covers analysis of nonverbal communication, as well as images, video, sound, and 3-D materials. The text coding was also the part of the textbook analysis. Researcher coded the text that deals with Citizenship/Democracy, National Identity, Social cohesion/Diversity separately. It was also helpful in understanding the complexities of the text. This approach provides a guideline to choose the categories relevant to the research and further supports choosing the best way of answering the descriptive questions. Descriptive research questions aim to quantify the variables in the study. Thus, the answer to the research question would be presented in numerical form. The research questions usually begin with: How much? To what extent? How often? What percentage? What proportion? This approach deals with quantify data. As the researcher picked up the themes related to Civic sense like (Citizenship/Democracy, National Identity, Social cohesion/Diversity) from the textbook, and afterwards Civic sense as a theme was analyzed based on the Mean score of these three elements. This research was carried out with the help of descriptive questions. Firstly, the mean score has been calculated with the help of tallies (frequencies), and afterward, the range was checked. In the end, the results were described in descriptive form. The research was dealing with an in-depth investigation of the Social studies textbook that is why descriptive questions were made.

3.2 Instrument of the Research

This research has been conducted with the help of an unobtrusive method which means it was not based on the people's opinion like survey, questionnaire, or interview method. On the other hand, the adopted rating categories in the shape of (chart) was the key instrument. In this study, the researcher has used the adopted categories (chart) of William D. Romey's technique of textbook

analysis. This research instrument was standardized that is why there is no validation certificate required. A researcher has directly adopted the categories from the book “Inquiry Techniques for teaching Science” (1968) written by William D. Romey. This Chart was related to the rating of text, pictures, questions, and activities that have been utilized to gather the data regarding Civic sense. That is why descriptive research questions have been made to search for the answers. The researcher has used the William D. Romey technique to determine how much the Social studies textbook was supportive for developing Civic sense among the students? This rating categories chart has been used for the content (text, pictures, questions, activities) of the textbook analysis of Civic sense, (Citizenship/Democracy, National identity, Diversity/Social cohesion) separately.

3.2.1 Textbook Analysis

This research was an analysis of the textbook as the researcher has carried out a deep analysis of the textbook’s text, pictures, questions, and activities for the theme of Civic sense. Every part of the content (text, pictures, questions, and activities) has its categorical chart. A researcher was trying to find out which part of the Civic sense has the biggest role in developing Civic sense in the students with the help of the textbook.

Rating Categories Chart for Textbook Analysis

Table 3.1

3.2.2 Text Analysis

Categories
a) Statement of facts
b) Conclusions and standards showed by the author
c) Definitions
d) The questions which are instantly responded

-
- e) The questions which their answers need the intellectual effort of a student
 - f) The items for which the student is asked to describe his results
 - g) The items for which the student is asked to do and analyze the results
 - h) Questions to draw the attention of learners, without an instant response by the author
 - i) Attention to pictures and matching items
 - j) Rhetorical/linguistics questions
-

Overall index of Text: $e+f+g+h / a+b+c+d$

Table 3.2

3.2.3 Pictures Analysis

Categories

- a) Explanation of a subject
 - b) The activity or use of premises by the learner
 - c) Pictures to explain the method of collecting necessary equipment for an experiment
 - d) This figure and curve are not placed in any of the categories a to c
-

The Overall index of Pictures: b / a

Table 3.3

3.2.4 Questions Analysis

Categories

-
- a) Answers to queries are direct in the textbook
 - b) The answers to the queries are related to delineations
 - c) Students should use what they had learned to solve a new difficulty
 - d) This query asks the student to solve a difficulty
 - e) It is not placed in any of a to d classes
-

The overall index of Questions: $c+d / a+b$

Table 3.4

3.2.5 Activities Analysis

Categories

- a) The number of existing exercises
 - n) The total number of pages that were examined
-

The overall index of Activities: a / n

3.2.6 Descriptive Questions

Descriptive questions are questions that need answers that contain definitional information about the search term or describe some special events. In this research, the researcher has made 4 major descriptive questions and then each of these has 4 sub-questions for a detailed analysis of content (text, pictures, questions, activities) related to Civic Sense (Democracy/Citizenship, National Identity, and Social cohesion/Diversity). Descriptive can be defined as giving details or something that describes but does not infer. The goal of descriptive research is to describe a phenomenon and its characteristics. Questions starting with “How much?”, “What amount?”, “What is”, “What are” etc. comes

under the heading of descriptive research questions. Following descriptive questions have been made for further answers.

RQ1. What is the provision for Civic Sense in the Social Studies textbook for the 5th class?

RQ1.1 What is the provision for the text of Civic Sense in the Social Studies textbook for the 5th class?

RQ1.2 What is the provision for the pictures of Civic Sense in the Social Studies textbook for the 5th class?

RQ1.3 What is the provision for the questions of Civic Sense in the Social Studies textbook for the 5th class?

RQ1.4 What is the provision for activities of Civic Sense in the Social Studies textbook for the 5th class?

RQ2. How much attention has been paid to the Citizenship/Democracy in the textbook of Social Studies for 5th class?

RQ2.1 How much attention has been paid to the text of Citizenship/Democracy in the textbook of Social Studies for 5th class?

RQ2.2 How much attention has been paid to the pictures of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

RQ2.3 How much attention has been paid to the questions of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

RQ2.4 How much attention has been paid to the activities of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

RQ3. How much attention has been paid to the National Identity in the Social Studies textbook for the 5th class?

RQ3.1 How much attention has been paid to the text of National Identity in the Social Studies textbook for the 5th class?

RQ3.2 How much attention has been paid to the pictures of National Identity in the Social Studies textbook for the 5th class?

RQ3.3 How much attention has been paid to the questions of National Identity in the Social Studies textbook for the 5th class?

RQ3.4 How much attention has been paid to the activities of National Identity in the Social Studies textbook for the 5th class?

RQ4. To what extent the Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.1 To what extent the text of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.2 To what extent the pictures of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.3 To what extent the questions of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

RQ4.4 To what extent the activities of Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

3.3Data Collection

3.3.1 Text Analysis

Textbooks help educators and students in such a manner. The text of the textbook is a very important element of the textbook. Interviews, field notes, and various types of unobtrusive data are often only analyzed when the information they send has been compressed and made systematically equal. A coding scheme has been added to the proceedings or data. In this study, there are 6 chapters in the Social studies textbook and it has 124 pages. The enclosure of the book through the presentation of the educational material, where the researcher has selected (10) pages minimum from each chapter Social studies textbook and the sentence is going to be calculated according to the categories. A researcher has tried to find out according to the categories that how many times the specific word, statement, definition or sentence, etc. has been used in the textbook. The researcher did not include headings, picture captions, and summary questions in text analysis. The researcher is trying to quantify the text that is included in the textbook concerning provisions for Civic Sense (Democracy/Citizenship, Diversity/Social cohesion, and National Identity) according to the categories of the text analysis chart. Calculate the index of textbook involvement for the text: the formula is $e+f+g+h / a+b+c+d$. The categories are:

- a)** Statement of facts
- b)** Conclusions and standards are shown by the author
- c)** Definitions
- d)** The questions which are instantly responded
- e)** The questions which their answers need the intellectual effort of a student
- f)** The items for which the student is asked to describe his results
- g)** The items for which the student is asked to do and analyze the results

- h)** Questions to draw the attention of learners, without an instant response by the author
- i)** Attention to pictures and matching items
- j)** Rhetorical/Linguistic questions

The above categories have been described clearly for further content analysis.

- a)** Statement of facts: A summary of facts or opinions from others, rather than the teachers, is a short paragraph.
- b)** Conclusions and standards showed by the author: The opinion of the author is expressed by the significance or relationship between parts or series of facts.
- c)** Definitions: sentences that describe the dictionary definition of the words.
- d)** Questions that the textbook explicitly addresses and answers to.
- e)** The questions that involve a student's intellectual effort: Some themes need to be discussed by the students.
- f)** The items of the students are required to include the results of the analysis. Declarative terms allowing the pupil to make his conclusions.
- g)** Items for which an activity is being requested and the results are analyzed. The instructions require the students to carry out, analyze and solve a problem for a result.
- h)** Questions that are not answered immediately to draw students attention. Questions that cannot be addressed explicitly in a book could raise student participation and curiosity. Other features of Romey's work could affect the content of the book but do not affect the book's advantage in its teaching.

- i) Phrases guiding readers to display graphic or diagram images, pictures, directions for events, and other phrases that are not in any of the previous categories.
- j) Rhetorical/Linguistic questions: The provocative questions were posed merely to attract readers' interest not to get a reaction.

The item “a, b, c, and d” do not require student involvement. A large number of items included in these categories tends to make a book authoritarian and non-investigative. As compared to these four categories, categories “e, f, g, and h” was suitable for use in a discovery-oriented course.

Formula: $a+b+c+d / e+f+g+h$

3.3.1.1 Coding of the Text

The researcher has conducted a text analysis and used “coding units (themes)” in this study. These units widely depending on the data used. The researcher has collected the data from the textbook. The researcher thoroughly read or examine the text and made himself familiar with it afterwards he identifies and assigned them the coding units. In this study, the researcher has assigned different colors to every theme of the text regarding Civic sense (Citizenship/Democracy, National Identity, Diversity/Social cohesion). The data has been analyzed based on those coding units. In the end, a tally has been made for the number of times that a specific coding unit (theme) appeared.

3.3.2 Pictures Analysis

The mix of words, images, and pictures to impart a story has consistently been with the students. So researchers need to see why it is as yet significant. The primary distinction

between picture books and without picture books is that image books are profoundly represented, they are a coordinated effort of words and pictures, both are as significant as one another in recounting the story, straightforwardly speaking with youngsters. Students habitually see pictures before reading the content of the chapter and these pictures gave a name to the thoughts of the students. There are 105 pictures in the Social studies textbook of the 5th class. For picture analysis, the researcher is mentioning the specific categories because according to those specific categories researcher was analyzing those pictures. The categories of William D. Romey technique are:

- a) Explanation of a picture
- b) The activity or use of premises by the learner
- c) Pictures to explain the method of collecting necessary equipment for an experiment
- d) No groups and curves in this method a-c.

A further description has been given below.

- a) Diagrams and pictures and examples that do not engage a subject in learning are used to explain them explicitly.
- b) Maps, diagrams, and photographs asking students to carry out an exercise or to use details such as addressing a student's query.
- c) The estimation of the coefficient of participation does not include visuals and photographs and diagrams that do not suit either of items a and c.

The indicator of overall involvement of the learner with the picture is between 0.4 and 1.5, researcher has to find out if this specific coefficient of the picture was fulfilling or not.

3.3.3 Questions Analysis

Questions analysis is also very important as questions permit the reader to comprehend for what reason they are reading the content. There is 1 major exercise at the end of each chapter, a minimum of 5 or 6 questions (Fill in the blanks, Short answers, Word bank, Tick the correct option, Yes/No statements, Word search) are there. 6 total chapters are included in the Social studies textbook and a total of 45 questions in the exercises. The researcher is going to find out the questions which are dealing with Civic Sense (Citizenship/Democracy, Diversity/Social cohesion, National identity). Ratings for the questions at the end of the chapter or text are: randomly select ten questions at the end of the different chapters which are included in the textbook. Assign each question to one of the below categories. In the end, calculate the index of the textbook's involvement for the questions: $c + d / a + b$.

Criteria to determine questions was:

- a) Answers to questions are direct in the textbook
- b) The answers to the questions are related to definitions
- c) Students should use what they had learned to solve the new difficulty
- d) This question asks the student to solve a difficulty
- e) It is not placed in any of a to d classes

The indicator of learner involvement with the textbook questions was between 0.4 and 1.5.

The researcher has analyzed that if this specific coefficient was meeting or not.

3.3.4 Activities Analysis

The most significant element of activity is learning by doing. The strategy additionally advances better comprehension of an exercise among understudies as they gain proficiency

with the exercise by rehearsing the assignment themselves. It moves the students to apply their imaginative thoughts, information, and psyches in taking care of issues just as advancing serious soul among them. It likewise helps students mentally as they can communicate their feelings through a dynamic interest in something valuable.

There are 27 activities in the Social studies textbook. Minimum 2 to 3 activities are built-in in every chapter. The researcher is going to find out all of those activities which are included in the textbook about provision for Civic Sense (Citizenship/Democracy, Diversity/Social cohesion, National identity) under these criteria:

- a) Total number of existing activities: The number of activities the students are required to complete.
- n) Total number of pages that were analyzed: The number of analyzed pages in search of activities (only those activities were included who were dealing with components of the civic sense).

The researcher has selected a minimum of ten pages randomly according to the criteria but he can select maximum pages as the requirement of the textbook. Here researcher is selecting 15 pages in this study randomly: Count the number of proposed activities that are required for the students in the textbook and then afterward he has divided the number of activities found by the number of pages examined mean a / n .

3.4 Data Interpretation

- a) **0.4-1.5 Range:** Below 0.4 indicated that the textbook was authoritative. If the range has been between 0.4-1.5, then it indicates that there is an acceptable involvement by the textbook content. If the textbook's content did not respond according to the

mentioned range then it will be considered that textbook was failed to provide the required information.

The textbook is non-research because the average level of student engagement in the instructional practices of a textbook is less than 0.4. When the coefficient of involvement is less than 0.4, the book demonstrates that the textbook contains just factual knowledge and calls on the learners to consider only the science material. Such a textbook is viewed as a non-research book because the subject has no active position in this analysis.

On the other side, where the ratio is higher than 1.5, it is driven that the textbook often tells students to evaluate and attempt and behave in every paragraph, action, image, and questions they seek and bring something from the student. This indicates that the book mainly answers problems and students are not presented with adequate knowledge to answer them effectively. Such textbooks ignore sufficient evidence and research and challenge students only to carry out an event without proper guidance.

- b) **Zero Index:** Failure to involve students in education by textbook material. It simply gives the meaning of the deficiency of textbook content involvement.
- c) **1 Index:** In halftime, the involvement of the textbook is probable. This includes the percentages of comments that do not require student participation and comments/statements that do.
- d) **Infinite Index:** Throughout each scenario, the students are required to examine each paragraph, each image, and each number. When the textbook involvement is greater than (1.5), the students explore the information that they should not.

Romey (1968) believed that such textbooks are often passive as they require a lot of effort by not offering adequate details and having an overall situation. He, therefore, established that a strong textbook is successful and that the index for textbook involvement is higher than 0.4 and lower than 1.5 for textbook material. In other terms, each active textbook must contain a minimum of 30 percent of logical material and a maximum of 70 percent, or the content (text, picture, question, and activities) of the textbook is known as inactive.

CHAPTER 4

ANALYSIS AND INTERPRETATION OF THE DATA

This research was multi-modal quantitative within its type. That is why research questions have been made to describe the answers to the questions. This study has tried to find out the answers from the Social studies textbook of the 5th class with reference to provision for Civic sense. The whole textbook of Social studies has been taken as the sample for the analysis of the content (Text, Pictures, Questions, and Activities).

RQ1. What is the provision for Civic Sense in the Social Studies textbook for the 5th class?

Answer: The text of the Social studies textbook is not sufficient to inculcate Civic sense in the students of the 5th class. As it did not fit within the prescribed range. The frequency of the text regarding Civic sense is 0.23. The pictures of the Social studies textbook were also not suitable for the inculcation of civic sense in the students of the 5th class. As it was also not included in the limits of the prescribed range. The rating of the pictures was 0.41.

The questions of the Social studies textbook are suitable for Civic sense for the consideration of the students of the 5th class. The rating of the questions regarding Civic sense was 0.75. On the other hand, the activities of the Social studies textbook are suitable for the Civic sense for the comprehension of the students of the 5th class. As they were included in the limits of the mentioned range. The rating of the activities was 0.5.

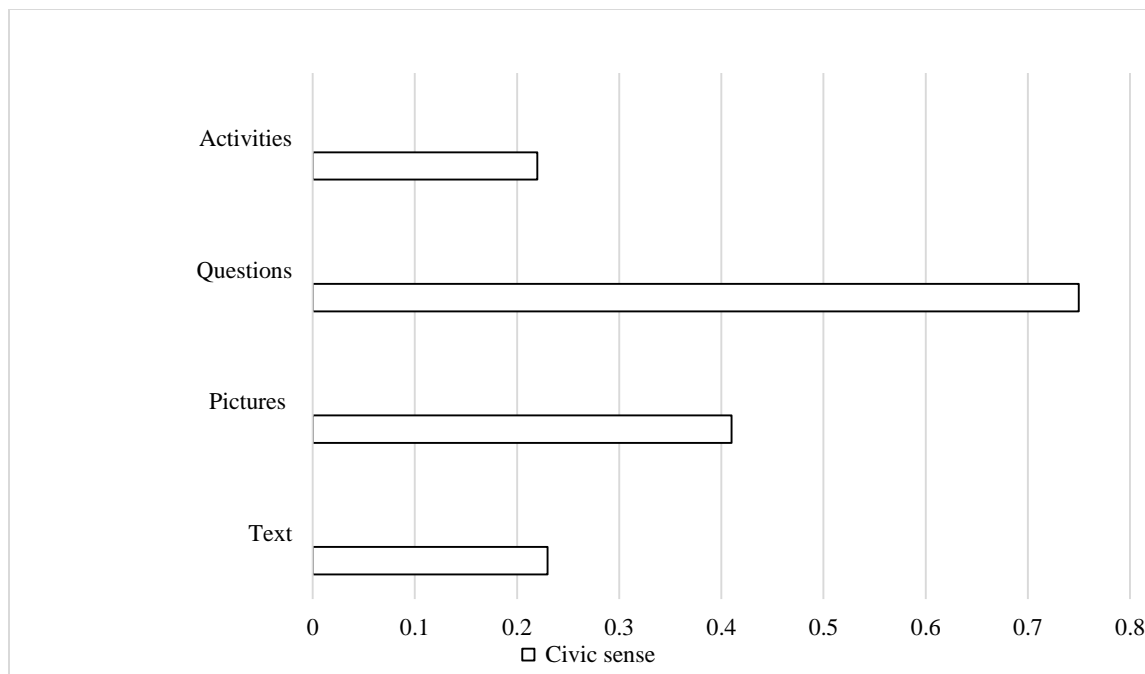


Figure No 4.1 Content Analysis of Civic Sense

Table No 4.1

Content Analysis of Civic Sense

Civic Sense	Range 0.4-1.5	Accepted/Rejected
Text	0.23	Rejected
Pictures	0.4	Accepted
Questions	0.75	Accepted
Activities	0.5	Accepted

RQ1.1 What is the provision for the text of Civic Sense in the Social Studies textbook for the 5th class?

Table 4.2

Text Analysis of Civic Sense

Categories	Frequencies	Range 0.4-1.5
Statement of facts	124	0.23
Conclusions and standards showed by the author	52	
Definitions	31	
The questions which are instantly responded	22	
The questions which their answers need the intellectual effort of a student	13	
The items for which the student is asked to describe his results	15	
The items for which the student is asked to do and analyze the results	15	
Queries to draw the attention of learners, without an instant response by the author	10	
Attention to pictures and matching items	-	
Rhetorical sentences	-	

Text Analysis of Civic Sense

Formula for text analysis= $e+f+g+h/a+b+c+d= 53/229= 0.23$.

It does not fit within the range of William D. Romey. The frequency of the text regarding Civic sense is 0.23. The result shows that the text was not in the given range of 0.4-1.5 which is already prescribed.

RQ1.2 What is the provision for the pictures of Civic sense in the Social Studies textbook for the 5th class?

Table No 4.3

Pictures Analysis of Civic sense

Categories	Frequencies	Range 0.4-1.5
a) Explanation of a subject	30	0.41
b) The activity or use of premises by the student	12	
c) Pictures to explain the method of collecting necessary equipment for an experiment	-	
d) This figure and curve are not placed in any of the classes a to c	-	

Pictures Analysis of Civic Sense

Formula for picture analysis= $b / a = 12/30 = 0.41$.

The rating of the visuals regarding civic sense is 0.41. The result shows that the pictures were in the given range of 0.4-1.5. They help the students while reading Social studies textbooks and also suitable to develop civic sense among the students of the 5th class.

RQ1.3 What is the provision for the questions of Civic sense in the Social Studies textbook for the 5th class?

Table No 4.4

Questions Analysis of Civic Sense

Categories	Frequencies	Range 0.4-1.5
a) Answers to queries are direct in the textbook	22	0.75
b) The answers to the queries are related to delineations	11	
c) Students should use what they had learned to solve the new difficulty	14	
d) This query asks the student to solve a difficulty	11	
e) It is not placed in any of a to d classes	-	

Questions Analysis of Civic Sense

Formula for questions analysis= $c + d / a + b = 14 + 11 / 22 + 11 = 25 / 33 = 0.75$.

The rating of the questions regarding Civic sense is 0.75. The outcome shows that the questions were in the given range of 0.4-1.5, which was mentioned by William D. Romey. They help the students while analyzing and reasoning and provide them the answers of why, who, when, how, and many more. The social studies textbook is helpful and correct to develop Civic sense through its questions among the students of the 5th class.

RQ1.4 What is the provision for the activities of Civic sense in the Social Studies textbook for the 5th class?

Table No 4.5

Activities Analysis of Civic Sense

Categories	Frequencies	Range0.4-1.5
a) The number of existing activities	23	0.5
n) The total number of pages that were examined	45	

Activities Analysis of Civic Sense

Formula for activities analysis= $a / n = 23/45 = 0.5$.

The activities of the Social studies textbook are suitable for Civic sense for the comprehension of the students of the 5th class. As they were included in the limits of the mentioned range of William D. Romey. The rating of the activities regarding Civic sense is 0.5. The outcome shows that the activities were in the concise range of 0.4-1.5. They help the students and make them think and implement. Social studies textbook is helpful and suitable to develop Civic sense through its activities among the students of the 5th class.

RQ2. How much attention has been paid to the Citizenship/Democracy in the textbook of Social Studies for 5th class?

Answer: The text of the Social studies textbook is not enough to inculcate Citizenship/Democracy in the students of the 5th class. As it did not fit within the prescribed range. The frequency of the text regarding Citizenship/Democracy is 0.21. The pictures of the Social studies textbook were also not suitable for the inculcation of Citizenship/Democracy in the students of the 5th class. As it was also not included in the limits of the prescribed range. The rating of the pictures was 0.3. The questions of the Social studies textbook are suitable for Citizenship/Democracy for the consideration of the students of the 5th class. The rating of the questions regarding Citizenship/Democracy was 0.45. On the other hand, the activities of the Social studies textbook are suitable for Citizenship/Democracy for the comprehension of the students of the 5th class. As they were included in the limits of the mentioned range. The rating of the activities regarding Citizenship/Democracy was 0.46.

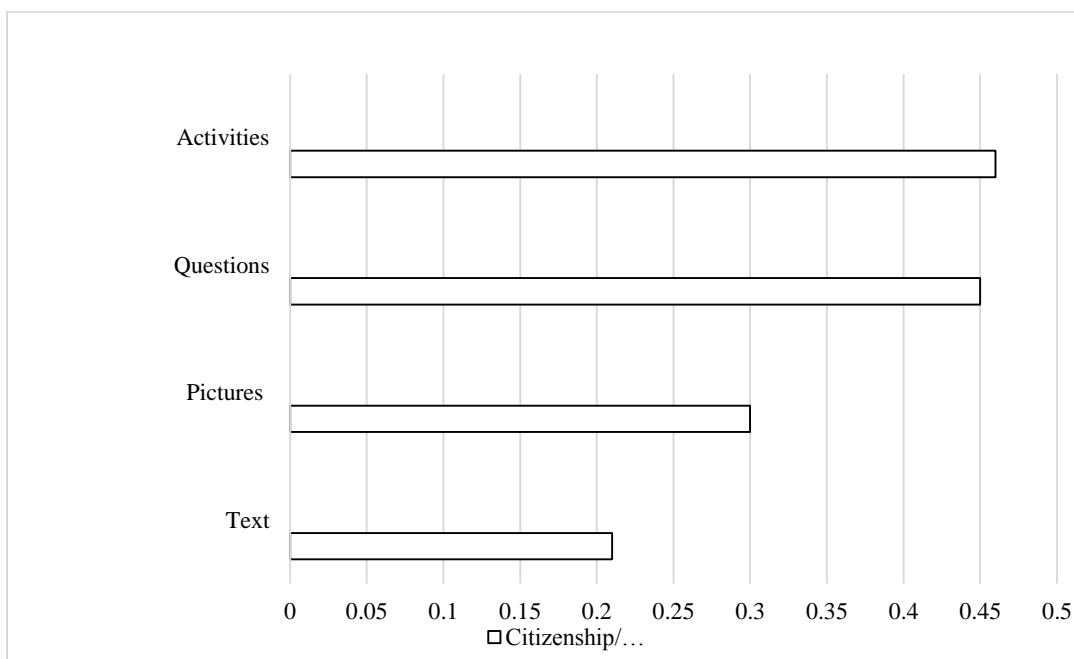


Figure No 4.2 Content Analysis of Citizenship/Democracy

Table No 4.6

Content Analysis of Citizenship/Democracy

Citizenship/Democracy	Range 0.4-1.5	Accepted/Rejected
Text	0.21	Rejected
Pictures	0.3	Rejected
Questions	0.45	Accepted
Activities	0.46	Accepted

RQ2.1 How much attention has been paid to the text of Citizenship/Democracy in the textbook of Social Studies for 5th class?

Table No 4.7

Text Analysis of Citizenship/Democracy

Categories	Frequencies	Range 0.4-1.5
Statement of facts	46	0.21
Conclusions and standards showed by the author	21	
Definitions	12	
The questions which are instantly responded	09	
The questions which their answers need the intellectual effort of a student	04	
The items for which the student is asked to describe his own results	05	
The items for which the student is asked to do and analyze the results	06	
Queries to draw the attention of learners, without an instant response by the author	04	
Attention to pictures and matching items	-	
Rhetorical sentences	-	

Text Analysis of Citizenship/Democracy

Formula for text analysis= $e+f+g+h / a+b+c+d=4+5+6+4/46+21+12+9= 19/88= 0.21$

The text of the Social studies textbook is not able to inculcate Citizenship/Democracy among the students of the 5th class. As it did not fit within the range of William D. Romey. The frequency of the text regarding citizenship/Democracy is 0.21. The result shows that the text was not in the given range of 0.4-1.5, recommended by William D. Romey.

RQ2.2 How much attention has been paid to the pictures of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

Table No 4.8

Pictures Analysis of Citizenship/Democracy

Categories	Frequencies	Range 0.4-1.5
a) Explanation of a subject	10	0.3
b) The activity or use of premises by the student	03	
c) Pictures to explain the method of collecting necessary equipment for an experiment	-	
d) This figure and curve are not placed in any of the classes a to c	-	

Pictures Analysis of Citizenship/Democracy

Formula for pictures analysis= $b / a = 03/10 = 0.3$.

The pictures of the Social studies textbook as a whole are not suitable for Citizenship/Democracy for the understanding of the students of the 5th class. As they were not included in the limits of the mentioned range of William D. Romey. The rating of the visuals regarding Citizenship/Democracy is 0.3. The result shows that the pictures were not in the given range of 0.4-1.5, which was recommended by William D. Romey. It can be seen that pictures do not really help the students while reading the Social studies textbook and also not suitable to develop civic sense among the students of the 5th class.

RQ2.3 How much attention has been paid to the questions of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

Table No 4.9

Questions Analysis of Citizenship/Democracy

Categories	Frequencies	Range 0.4- 1.5
a) Answers to questions are direct in the textbook	09	0.45
b) The answers to the questions are related to definitions	04	
c) Learners should use what they had learned to solve new problems	04	
d) This question asks the learner to solve a problem	02	
e) It is not placed in any of a to d categories	-	

Questions Analysis of Citizenship/Democracy

Formula for questions analysis= $c + d / a + b = 4 + 2 / 9 + 4 = 6 / 13 = 0.45$

The questions of the Social studies textbook are suitable for Citizenship/Democracy for the consideration of the students of the 5th class. As they were included in the limits of the mentioned range of William D. Romey. The rating of the questions regarding Citizenship/Democracy was 0.45. The findings show that the questions were in the given range of 0.4-1.5, which was revealed by William D. Romey. They help the students while analyzing and reasoning and give them the answers of why, who, when, how, and many more. Social studies textbook is helpful and suitable to develop Civic sense through its queries among the students of the 5th class.

RQ2.4 How much attention has been paid to the activities of Citizenship/Democracy in the textbook of Social Studies for the 5th class?

Table No 4.10

Activities Analysis of Citizenship/Democracy

Categories	Frequencies	Range 0.4-1.5
a) The number of existing exercises	07	0.46
n) The total number of pages that were examined	15	

Activities Analysis of Citizenship/Democracy

Formula for activities analysis= $a / n = 07/15 = 0.46$.

The activities of the Social studies textbook are suitable for Citizenship/Democracy for the comprehension of the students of the 5th class. As they were included in the limits of the mentioned range of William D. Romey. The rating of the activities regarding Citizenship/Democracy was 0.46. The outcome shows that the activities were in the concise range of 0.4-1.5, which was mentioned by William D. Romey. They help the students and make them think and implement. Social studies textbook is helpful and appropriate to develop Civic sense through its activities among the students of the 5th class.

RQ3. How much attention has been paid to the National Identity in the Social Studies textbook for the 5th class?

Answer: The text of the Social studies textbook is not satisfactory to inculcate National Identity in the students of the 5th class. As it did not fit within the prescribed range. The frequency of the text regarding National Identity is 0.28. The pictures of the Social studies textbook were also not suitable for the inculcation of National Identity in the students of the 5th class. As it was also not included in the limits of the prescribed range. The rating of the pictures was 0.2.

The questions of the Social studies textbook are suitable for National Identity for the consideration of the students of the 5th class. The rating of the questions regarding National Identity was 0.5. On the other hand, the activities of the Social studies textbook are suitable for National Identity for the comprehension of the students of the 5th class. As they were included in the limits of the mentioned range. The rating of the activities regarding National Identity was 0.46.

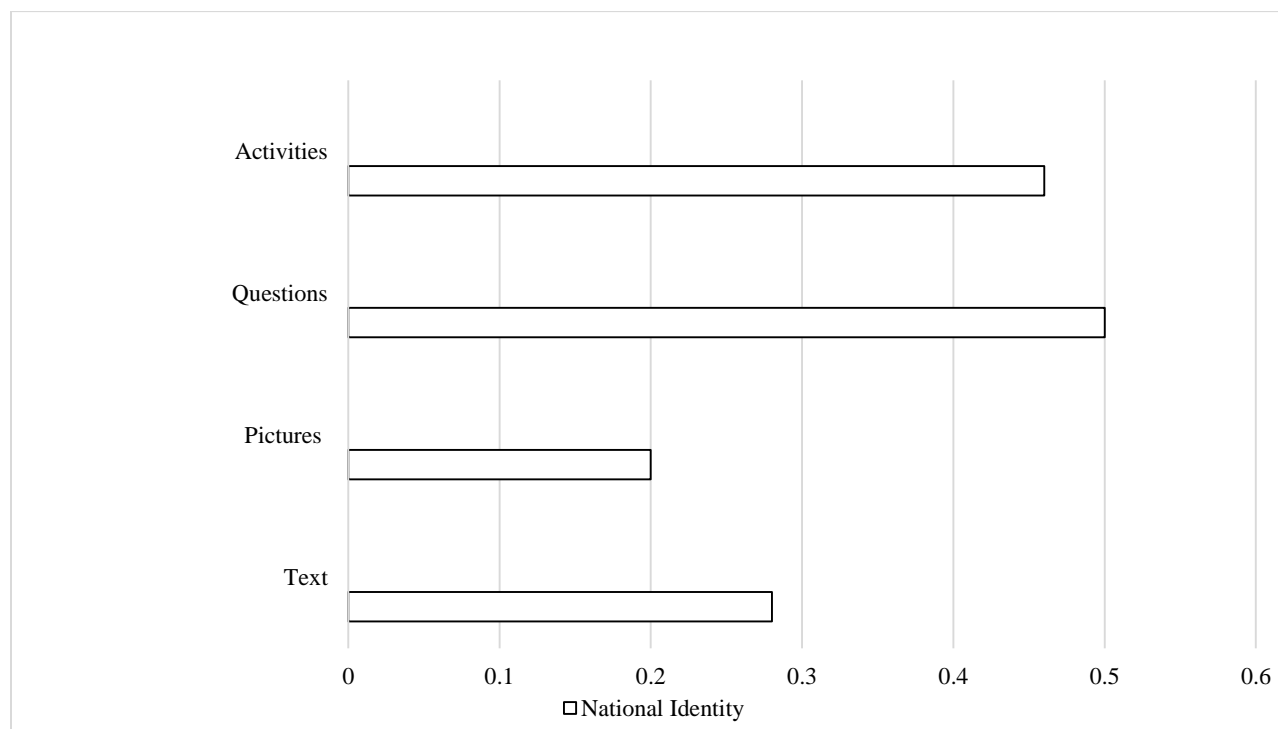


Figure No 4.3 Content Analysis of National Identity

Table No 4.11

Content Analysis of National Identity

National identity	Range 0.4-1.5	Accepted/Rejected
Text	0.28	Rejected
Pictures	0.2	Rejected
Questions	0.5	Accepted
Activities	0.46	Accepted

RQ3.1 How much attention has been paid to the text of National Identity in the Social Studies textbook for the 5th class?

Table No 4.12

Text Analysis of National Identity

Categories	Frequencies	Range 0.4-1.5
Statement of facts	52	0.28
Conclusions and standards showed by the author	17	
Definitions	06	
The questions which are instantly responded	06	
The questions which their answers need the intellectual effort of a student	05	
The items for which the student is asked to describe his results	06	
The items for which the student is asked to do and analyze the results	07	
Queries to draw the attention of learners, without an instant response by the author	05	
Attention to pictures and matching items	-	
Rhetorical sentences	-	

Text Analysis of National Identity

Formula for text analysis= $e+f+g+h/a+b+c+d= 5+6+7+5/52+17+6+6= 23/81= 0.28$.

The text of the Social studies textbook is not able to inculcate National Identity to the students of the 5th class as well. As it was not appropriate for the mentioned range of William D. Romey. The rating of the text regarding National identity is 0.28. The findings show that the text was not in the given range of 0.4-1.5, suggested by William D. Romey. The pictures of the Social studies textbook were not suitable for the development of national identity for the understanding of the

students of the 5th class. As they were not included in the limits of the stated range of William D. Romey. The rating of the pictures regarding National identity was 0.28. The result shows that the pictures were not in the given range of 0.4-1.5, which was suggested by William D. Romey. They are also not helpful for the students while reading Social studies textbooks and also not suitable to develop Civic sense among the students of the 5th class.

RQ3.2 How much attention has been paid to the pictures of the National Identity in the Social Studies textbook for the 5th class?

Table No 4.13

Pictures analysis of National Identity

Categories	Frequencies	Range 0.4-1.5
a) Explanation of a subject	10	0.2
b) The activity or use of premises by the student	02	
c) Pictures to explain the method of collecting necessary equipment for an experiment	-	
d) This figure and curve are not placed in any of the classes a to c	-	

Pictures Analysis of National Identity

Formula for pictures analysis= $b / a = 02/10 = 0.2$.

The pictures of the Social studies textbook were not suitable regarding the provision of National identity. They were also not helpful for the understanding of the students of the 5th class. As the

picture's rating results were not included in the limits of the stated range of William D. Romey. The rating of the pictures regarding National identity was 0.2. The result shows that the pictures were not in the given range of 0.4-1.5, which was recommended by William D. Romey. They are also not supported by the students while reading the Social studies textbook and also not suitable for producing Civic sense among the students of the 5th class.

RQ3.3 How much attention has been paid to the questions of the National Identity in the Social Studies textbook for the 5th class?

Table No 4.14

Questions Analysis of National Identity

Categories	Frequencies	Range 0.4-1.5
a) Answers to questions are direct in the textbook	08	0.5
b) The answers to the questions are related to definitions	04	
c) Learners should use what they had learned to solve new problems	03	
d) This question asks the learner to solve a problem	03	

- e) It is not placed in -
any of a to d
categories

Questions Analysis of National Identity

Formula for questions analysis= $c + d / a + b = 3 + 3 / 8 + 4 = 6 / 12 = 0.5$.

The questions of the Social studies textbook are suitable for National identity for the attention of the students of the 5th class towards Social studies textbook. As they were included in the limits of the mentioned range of William D. Romey. The rating of the questions regarding National identity was 0.5. The result shows that the questions were in the given range of 0.4-1.5, which was mentioned by William D. Romey. They support the students while studying and cognition development and give them the solutions of why, who, when, how, and many more. The social studies textbook is helpful and applicable for developing Civic sense through its queries among the students of the 5th class.

RQ3.4 How much attention has been paid to the activities of the National Identity in the Social Studies textbook for the 5th class?

Table No 4.15

Activities Analysis of National Identity

Categories	Frequencies	Range 0.4-1.5
a) The number of offered activities	07	0.46
n) The total number of pages that were analyzed	15	

Activities Analysis of National Identity

Formula for activities analysis= $a / n = 07/15 = 0.46$.

The activities of the Social studies textbook are suitable for National Identity for the understanding of the students of the 5th class. As they were included in the limits of the mentioned range of William D. Romey. The rating of the activities regarding National identity was 0.46. The outcome shows that the activities were in the mentioned range of 0.4-1.5, which was recommended by William D. Romey. They help the students and make them think and implement the concepts of the book in practical life. The textbook prepares them for the progressive and productive citizens of the country. Social studies textbook is helpful and suitable to develop Civic sense through its activities among the students of the 5th class.

RQ4. To what extent the Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

Answer: The text of the Social studies textbook is not enough to inculcate Diversity/Social Cohesion in the students of the 5th class. As it did not fit within the prescribed range. The frequency of the text regarding Diversity/Social Cohesion is 0.22. The pictures of the Social studies textbook were suitable for the inculcation of Diversity/Social Cohesion in the students of the 5th class. As they were included in the limits of the prescribed range. The rating of the pictures regarding Diversity/Social Cohesion was 0.7. The questions of the Social studies textbook are suitable for Diversity/Social Cohesion for the consideration of the students of the 5th class. The rating of the questions regarding Diversity/Social Cohesion was 1.6. On the other hand, the activities of the Social studies textbook are suitable for Diversity/Social Cohesion for the comprehension of the students of the 5th class. As they were included in the limits of the mentioned range. The rating of the activities regarding Diversity/Social Cohesion was 0.6.

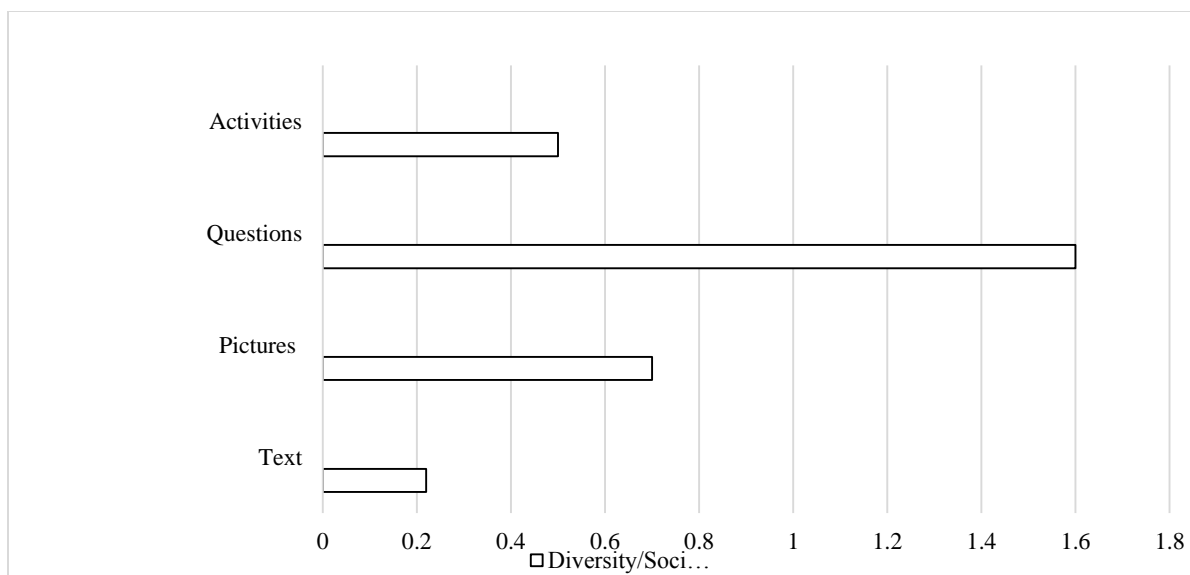


Figure No 4.4 Content Analysis of Diversity/Social Cohesion

Table No 4.16

Content Analysis of Diversity/Social Cohesion

Diversity/Social cohesion	Range 0.4-1.5	Accepted/Rejected
Text	0.23	Rejected
Pictures	0.7	Accepted
Questions	1.6	Rejected
Activities	0.6	Accepted

RQ4.1 To what extent the text of the Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

Table No 4.17

Text Analysis of Diversity/Social Cohesion

Categories	Frequencies	Range 0.4-1.5
Statement of facts	26	0.22
Conclusions and standards showed by the author	14	
Definitions	13	
The questions which are instantly responded	07	
The questions which their answers need the intellectual effort of a student	04	
The items for which the student is asked to describe his results	04	
The items for which the student is asked to do and analyze the results	02	
Queries to draw the attention of learners, without an instant response by the author	01	
Attention to pictures and matching items	-	
Rhetorical sentences	-	

Text analysis of Diversity/Social Cohesion

Formula for text analysis= $e+f+g+h/a+b+c+d= 4+4+2+1/26+14+3+7= 11/50= 0.22$.

The text of the Social studies textbook is not able to inculcate Diversity/Social Cohesion among the students of the 5th class as well. As it was not suitable for the range of William D. Romey. The rating of the text regarding Diversity/Social Cohesion is 0.22. The result shows that the text should be in the given range of 0.4-1.5, which is recommended by William D. Romey.

RQ4.2 To what extent the pictures of the Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

Table No 4.18

Pictures analysis of Diversity/Social Cohesion

Categories	Frequencies	Range 0.4-1.5
a) Explanation of a subject	10	0.7
b) The activity or use of premises by the student	07	
c) Pictures to explain the method of collecting necessary equipment for an experiment	-	
d) This figure and curve are not placed in any of the classes a to c	-	

Pictures Analysis of Diversity/Social Cohesion

Formula for picture analysis= $b / a = 07/10 = 0.7$.

The pictures of the Social studies textbook are suitable for Diversity/Social Cohesion for the understanding of the students of the 5th class. As they were included in the limits of the mentioned range of William D. Romey. The rating of the visuals regarding Diversity/Social Cohesion is 0.7. The result shows that the pictures were in the given range of 0.4-1.5, which was mentioned by William D. Romey. They help the students while reading Social studies textbooks and also suitable to develop Civic sense among the students of the 5th class.

RQ4.3 To what extent the questions of the Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

Table No 4.19

Questions Analysis of Diversity/Social Cohesion

Categories	Frequencies	Range0.4-1.5
a) Answers to questions are direct in the textbook	05	1.6
b) The answers to the questions are related to definitions	03	
c) Learners should use what they had learned to solve new problems	07	
d) This question asks the learner to solve a problem	06	
e) It is not placed in any of a to d categories	-	

Questions Analysis of Diversity/Social Cohesion

Formula for questions analysis= $c + d / a + b = 7+6/5+3 = 13/8 = 1.6$.

The questions of the Social studies textbook were not suitable for Diversity/Social Cohesion for the consideration of the students of the 5th class. As they were not included in the limits of the revealed range of William D. Romey. The rating of the questions regarding Diversity/Social Cohesion was 1.6. The result shows that the questions were not in the given range of 0.4-1.5, which was mentioned by William D. Romey. They were providing extra knowledge and information

regarding Diversity/Social cohesion. They did not support the students while studying and cognition development and did not provide them the answers of why, who, when, and how. The social studies textbook was not cooperative and appropriate for developing Diversity/Social cohesion knowledge through its queries among the students of the 5th class.

RQ4.4 To what extent the activities of the Diversity/Social Cohesion has been addressed in the Social Studies textbook for the 5th class?

Table No 4.20

Activities Analysis of Diversity/Social Cohesion

Categories	Frequencies	Range
		0.4-
		1.5
a) The number of offered activities	09	0.6
n) The total number of pages that were analyzed	15	

Activities Analysis of Diversity/Social Cohesion

Formula for activities analysis= $a / n = 09/15 = 0.6$.

The activities of the Social studies textbook are suitable for Diversity/Social Cohesion for the understanding of the students of the 5th class. As they were included in the limits of the mentioned range. The rating of the activities regarding Diversity/Social cohesion was 0.6. The result shows

that the activities were in the mentioned range of 0.4-1.5, which was recommended by William D. Romey. They help the students and make them think and implement the ideas of the textbook in practical life. Social studies textbook is helpful and suitable to develop Civic sense through its activities among the students of the 5th class.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS & RECOMMENDATIONS

5.1 Summary

Civic sense is a need of time as the world is facing so many changes rapidly. In the Pakistani curriculum, only Social studies and Islamic studies have a touch of it. The fundamental motivation behind encouraging Social studies at a primary level is to create very much sophisticated, polite, and attentive learners who will become co-cultured and active citizens of the country tomorrow. For satisfying that reason we need Civic sense in our textbooks. The researcher has analyzed the Social studies textbook concerning provisions for Civic sense. The researcher has used the technique of William D. Romey for the descriptive quantitative analysis of the textbook's text, queries, illustrations, and activities. The satisfactory mentioned range for the textbook's content analysis was 0.4-1.5. If the range is low from the mentioned range it means that textbook does not have sufficient provision. If it is the highest the mentioned range then it means the textbook is extra informative for the students. A researcher has used the descriptive quantitative approach of the research and the study was descriptive in its type. She has made 4 research questions and each question has 4 sub-questions for the answers. She used the Rating categories chart for the deep analysis of the study. She did coding with the assigned colors for each category of the text then she collected the tallies of the data with the help of that colored coding. The text has been analyzed with key ideas like how many times a certain word has been repeated. Firstly she analyzed the content of Citizenship/Democracy, National Identity, Diversity/Social cohesion. Afterward, she analyzed the Civic Sense based on those three main components results.

5.2 Findings

According to the research objectives of the study findings of the study are:

1. **To assess the Social studies textbook of 5th class with reference to provision for Civic sense.**

The finding of the Civic Sense analysis shows that the text of the textbook does not involve students in the learning process as the coefficient of the text is **0.23** which is not in the mentioned range (0.4-1.5) of William D. Romey technique. The pictures were in the range of 0.4-1.5 as their coefficient is **0.41**. But it cannot find out that they were fully active. The queries that were included also in the mentioned range of William D. Romey technique as they are **0.75** and activities were with the coefficient of **0.5**. As the analysis shows that only the text/content related to Civic Sense does not involve the students of the 5th class social studies textbook in the learning process. On the other hand, visuals, questions, and activities not only involved the students but also pay some attention to the textbook.

2. **To analyze the textbook (text, pictures, questions, and activities) of Social studies with orientation to Citizenship/Democracy.**

The finding of the Citizenship/Democracy analysis shows that the content of the textbook does not involved students in the learning process as the coefficient of the content is **0.21** which is not in the mentioned range (0.4-1.5) of William D. Romey technique. The pictures were in the range of 0.4-1.5 as their coefficient is **0.3** and they are also not inspiring for the students. As they would not be able to attend the textbook actively. The queries that were included also in the mentioned range of William D. Romey technique as they are **0.45** and activities were with the coefficient of **0.46**. As

the analysis shows that only the text/content and pictures related to Citizenship/Democracy do not involve the students of the 5th class social studies textbook in the learning process. On the other hand, questions and activities not only involved the students but also pay some extra attention to the textbook.

3. To analyze the textbook (text, pictures, questions, and activities) of Social studies in the context of National Identity.

In the end, the finding of the National Identity analysis shows that the content of the textbook does not involved students in the learning process as the coefficient of the content is **0.28** which is not in the mentioned range (0.4-1.5) of William D. Romey technique. The pictures were in the range of 0.4-1.5 as their coefficient is **0.2** which means they were not active to deal with National identity. The queries that were included also in the mentioned range of William D. Romey technique as they are **0.5** and activities were with the coefficient of **0.46**. As the analysis shows that only the text/content and pictures related to National Identity do not involve the students of the 5th class social studies textbook in the learning process. On the other hand, questions and activities not only involved the students but also pay some extra attention to Civic values.

4. To assess the textbook (text, pictures, questions, and activities) of Social studies with reference to Diversity/Social Cohesion

The finding of the Diversity/Social Cohesion analysis shows that the content of the textbook does not involved students in the learning process as the coefficient of the content is **0.22** which is not in the mentioned range (0.4-1.5) of William D. Romey technique. The pictures were in the range of 0.4-1.5 as their coefficient is **0.7**. The

queries that were included also in the mentioned range of William D Romey technique as they are **1.6** and activities were with the coefficient of **0.6**. As the analysis shows that only the text/content and questions related to Diversity/Social Cohesion do not involve the students of the 5th class Social studies textbook in the learning process. On the other hand, visuals and activities not only involved the students but also pay extra attention to the Social studies textbook.

5.3 Discussion

The textbook is one of the most significant sources of learning for students in any instructive framework and Pakistan isn't an exceptional case. So in this analysis, the 5th-grade Social studies book from the point of view of Civic sense was broken down. In the light of the interpretation of data, the outcomes demonstrated that pictures, activities, and questions in the 5th-grade social studies book encouraged and fortified the Civic sense in the textbook. As an afterthought note, the text of social studies textbooks doesn't cover the Civic sense in a considerate manner. According to the result of the present study, it has been seen that the Social studies textbook has a loophole in delivering the message of Civic sense. As the text of the textbook has been failed to generate Civic sense. Other content elements (questions, activities, pictures) have full command of the textbook for generating Civic sense.

As a study in China, (Wei, 2015) find out that there are so many differences and similarities in China and the United Kingdom and these likenesses and contrasts produce rather unique evaluation results for trainees and trainers in China will in general pass on information and abilities in citizenship training, while UK educators like to concentrate on esteems, harmony and cooperation in a classroom conversation. If the premises of Pakistani classroom has been checked, it can be seen that there is a difference between private and government school's environment. There is a

lack of focus on diversity in government schools as compared to a private ones. Social cohesion can be seen but respect for diversity has been blown in the air.

Previous researchers like Hina (2011) have concluded that the analysis entitles a loophole in the textbook of Social studies concerning the proficiency of civic education. The textbook only highlighted the concerning formation of public associations and the narrow history of Pakistan. Citizenship training conveys the obligation of empowering the youth to build up their social and political characters; gain the aptitudes to become dynamic members in the public arena, and draw in with others based on concern. She also suggested that this loophole needs to be covered. Today's textbook of Social Studies is also lacking in the text and pictures sections while questions and activities are making effort to produce civic sense among the students.

Tomal's (2019) study result shows that the text of the social studies textbook was created dependent on the orders of History and Geology when all is said in done, and citizenship to a constrained degree before 2005. Be that as it may, as it is resolved, numerous different teaches, for example, brain science, humanism, financial aspects, science, and innovation notwithstanding those predefined above, majorly affect the substance of course readings since this date. Likewise, the significant outcomes show that the information content was a lot more extravagant in textbooks before 2005; in any case, in the current social investigations textbook, the information power has diminished as the information assortment has expanded in time. It has been resolved that the course of the social studies books is created by thinking about the sequence and from close to far standards all in all up until this point. In this study, it was also cleared that the text regarding the civic sense in the textbook is very lowest in range while pictures, questions, and activities were in the suitable range.

Parray (2014) determined in his article that Pakistan's democratic system and law-based organizations will arrive at the degree of soundness and smooth accomplishment in the wake of holding and obviously with the smooth working of governments-in-power. As for as, the findings indicate Democracy content needs to be there in the textbook for a prosperous and progressive nation that works together for the improvement of their country.

As defined by (Shafqat, 2009) that traditional or conservative people rejected a mixed model of Pakistani national identity and argue that since Muslims are in the majority, they should enjoy more rights than non-Muslim minorities. The Social studies textbook needs to focus on the National identity as the content regarding National identity is not in the mentioned range of the technique that is why the feature of National identity has been also neglected and needs emphasize.

Khan (2016) stated that the nation is experiencing declining Social cohesion. There appears confusion in the nation. Amusingly, there is a division between the foundation and political government on some international strategy matters. This partitioned approach is an inviting sign for the unfriendly powers. These opposing components endeavor such vulnerable objectives in the general public for accomplishing their inclinations. The country can transform into a group and in the long run, become a flock if the current political agitation consistent unnoticed for a more drawn-out time. He also mentioned that there is much for social cohesion and respect for diversity in Pakistan. He recommended that there is a great deal to share; bounty of assets, skilled individuals, topographically huge area or more all, Islamic lessons of solidarity, fellowship, and peacefulness. The Social studies textbook of 5th class analysis shows that the aspect of Diversity/Social Cohesion has been addressed positively. The author of the textbook works hard to ensure that this aspect of diversity/social cohesion will not be abandoned and ignored. The

textbook focuses on this aspect of the Civic sense and except for the text, all the other three components including pictures, questions, and activities were up to the mark.

5.4 Conclusions

It is concluded that there was a reasonable provision of Civic sense in the textbook of Social studies for 5th class.

It has been concluded that content regarding Diversity/Social Cohesion in the Social studies textbook has been focused most in the Social studies textbook as compared to National identity and Diversity/Social Cohesion/. But the text related to the Diversity/Social Cohesion has been found lowest. In a meantime, questions, pictures, and activities were reflecting Diversity/Social Cohesion.

Content regarding Citizenship/Democracy has been found at satisfactory level. As the text and pictures both are the lowest in the textbook regarding Citizenship/Democracy. But the questions and activities both are well arranged and organized for the involvement of the textbook regarding Citizenship/Democracy.

The least attention has been paid to National Identity which needs to be improved. Text and pictures are neglected on the other hand questions and activities were satisfactory.

5.5 Recommendations

Following are the recommendations after the results of the study:

1. It is recommended to add text in the textbooks of Social studies regarding Civic sense.
2. It is also suggested to add more content (text, pictures) regarding National identity in the primary level textbooks.
3. It is also suggested to add content (text, questions) regarding Citizenship/Democracy as it is an early age to instill democratic and citizenry values in the students.

4. It is suggested to add content (text) regarding Diversity/Social cohesion as it will make students recognize the cultural differences and similarities. It would also be helpful for them to work in a harmony for the prosperity of the country in the future.
5. Research may be conducted to assess the effect of the textbook on the 5th class students who have completed their 5th grade and are now promoted in grade 6th.
6. It is suggested to make Civic education updated and improved in the textbooks.
7. It is recommended to expand intellectual games or activities regarding civic sense and student's age-suitable queries.
8. It is suggested that besides descriptive questions, textbooks might also include critical issues that ask learners to express their opinions and views using higher-level thinking.

Table 5.1

Alignment of Objectives with Recommendations

Objectives	Research Questions	Findings	Conclusions	Recommendations
1. To assess the Social studies textbook of 5 th class with reference to provision for civic sense.	What is the provision for Civic Sense in the Social Studies textbook for the 5 th class?	Content (Text:0.23, Pictures: 0.41 Question:0.75 Activities:0.5)	It is concluded that there was a reasonable provision of Civic sense in the textbook of Social studies for 5 th class.	It is recommended to add text in the textbooks of Social studies regarding Civic sense.
2. To analyze the textbook (text, pictures, questions, and activities) of Social studies with orientation to Citizenship/Democracy.	How much attention has been paid to the Citizenship/Democracy in the textbook of Social Studies for 5 th class?	Content (Text:0.21, Pictures:0.3, Question:0.4, Activities:0.46)	Content regarding Citizenship/Democracy has been found at satisfactory level. As the text and pictures both are the lowest in the textbook regarding Citizenship/Democracy.	It is also suggested to add content (text, questions) regarding Citizenship/Democracy as it is an early age to instill democratic and citizenry values in the students.

<p>3.To analyze the textbook (text, pictures, questions, and activities) of Social studies in the context of National Identity.</p>	<p>How much attention has been paid to the National Identity in the Social Studies textbook for the 5th class?</p>	<p>Content (Text:0.28, Pictures:0.2, Question:0.5, Activities:0.46)</p>	<p>The least attention has been paid to National Identity which needs to be improved. Text and pictures are neglected on the other hand questions and activities were satisfactory.</p>	<p>It is also suggested to add more content (text, pictures) regarding National identity in the primary level textbooks.</p>
<p>4.To assess the textbook (text, pictures, questions, and activities) of Social studies with reference to Diversity/Social Cohesion.</p>	<p>To what extent the Diversity/ Social Cohesion has been addressed in the Social Studies textbook for the 5th class?</p>	<p>Content (Text:0.22, Pictures:0.7, Questions:1.6, Activities:0.6)</p>	<p>It has been concluded that content regarding Diversity/Social Cohesion in the Social studies textbook has been focused most in the Social studies textbook.</p>	<p>It is suggested to add content (text) regarding Diversity/Social Cohesion as it will make students to recognize the cultural differences and similarities.</p>

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Social Studies Textbook of 5th Class

Serial No#	Chapter Name	Page No#
1	Citizenship	05
2	Economics	16
3	Government	27
4	History	39
5	Culture	65
6	Geography	78

Rating Categories Chart According to William D. Romey

1. Text Analysis

Categories	Frequency
a) Statement of facts	
b) Conclusions and standards showed by the author	
c) Definitions	
d) The questions which are instantly responded	
e) The questions which their answers need the intellectual effort of a student	
f) The items for which the student is asked to describe his results	
g) The items for which the student is asked to do and analyze the results	
h) Questions to draw the attention of learners, without an instant response by the author	
i) Attention to pictures and matching items	
j) Rhetorical questions	

2. Pictures Analysis

Categories	Frequency
a) Explanation of a picture	
b) The activity or use of premises by the learner	
c) Pictures to explain the method of collecting necessary equipment for an experiment	
d) This figure and curve are not placed in any of the categories a to c	

3. Questions Analysis

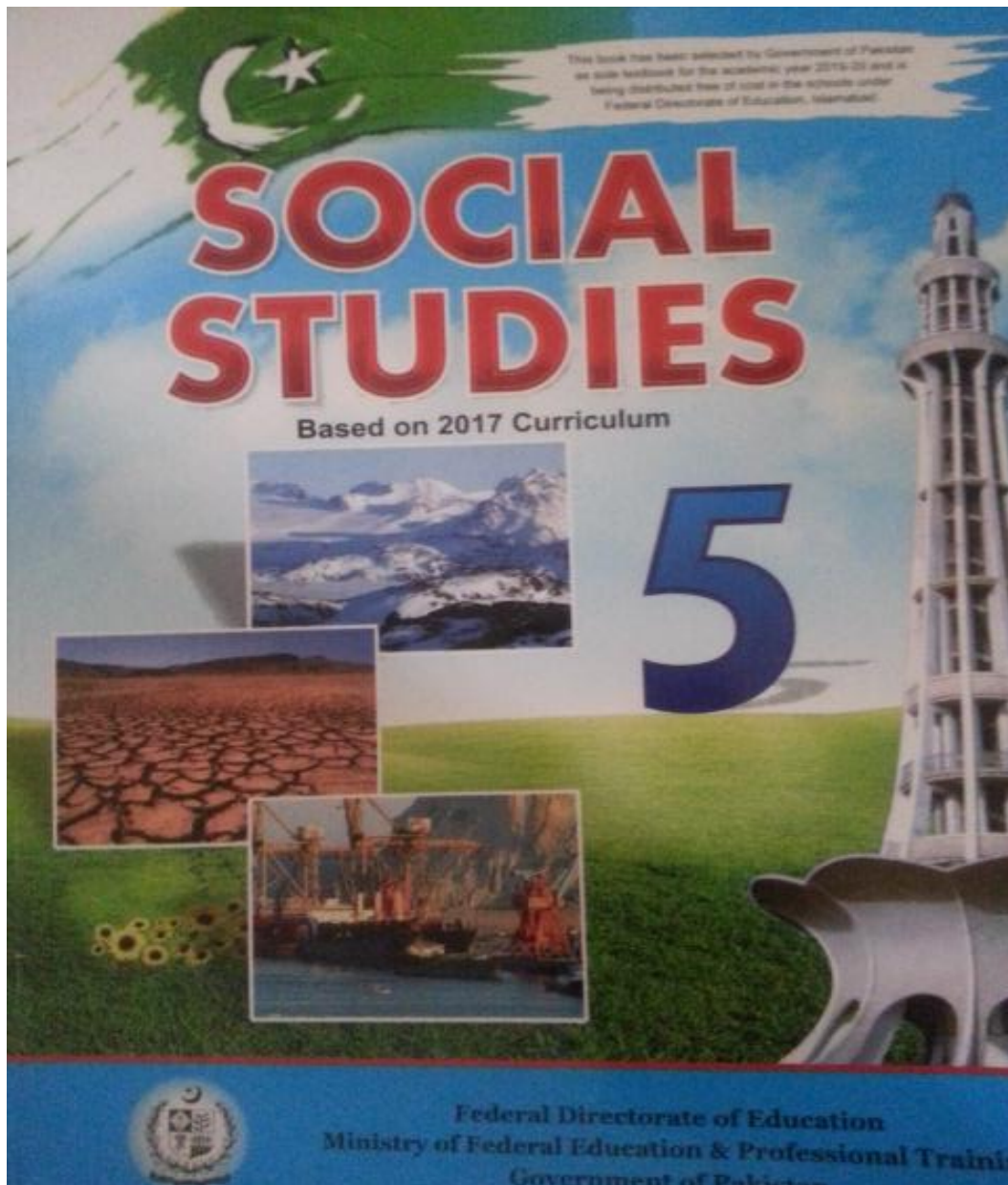
Categories	Frequency
a) Answers to questions are direct in the textbook	
b) The answers to the questions are related to definitions	
c) Students should use what they had learned to solve a new difficulty	
d) This question asks the student to solve a difficulty	
e) It is not placed in any of a to d classes	

4. Activities Analysis

Categories	Frequency
a) The number of existing exercises	
n) The total number of pages that were analyzed	

Appendix C

Pictures regarding Social Studies Textbook



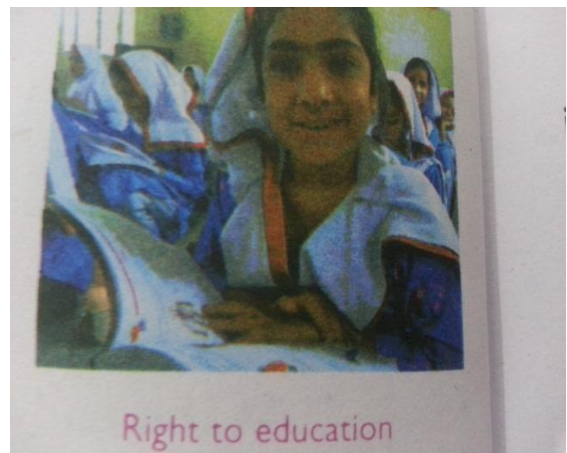
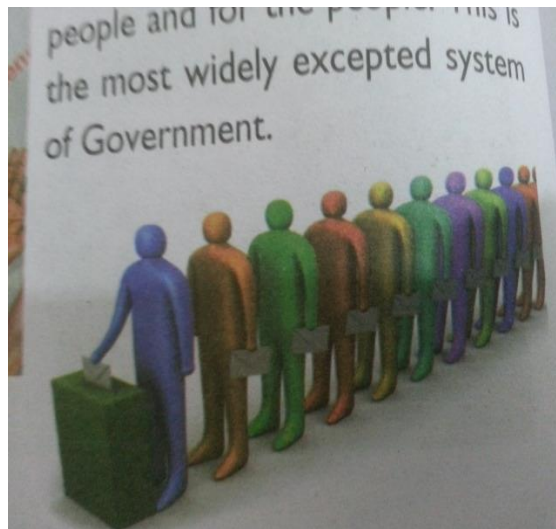
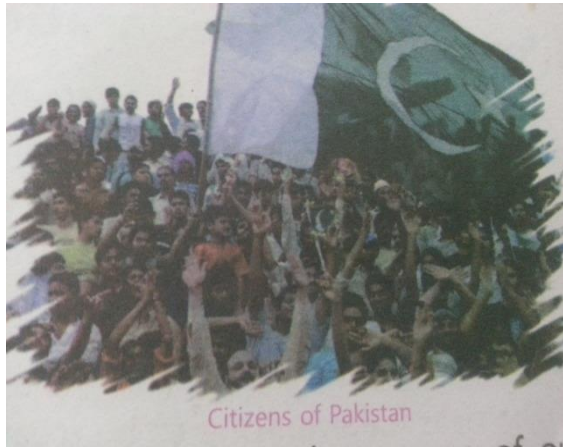
CONTENTS

Sl. #	Unit Name	Page. #
1	Citizenship	5
2	Economics	16
3	Government	27
4	History	39
5	Culture	65
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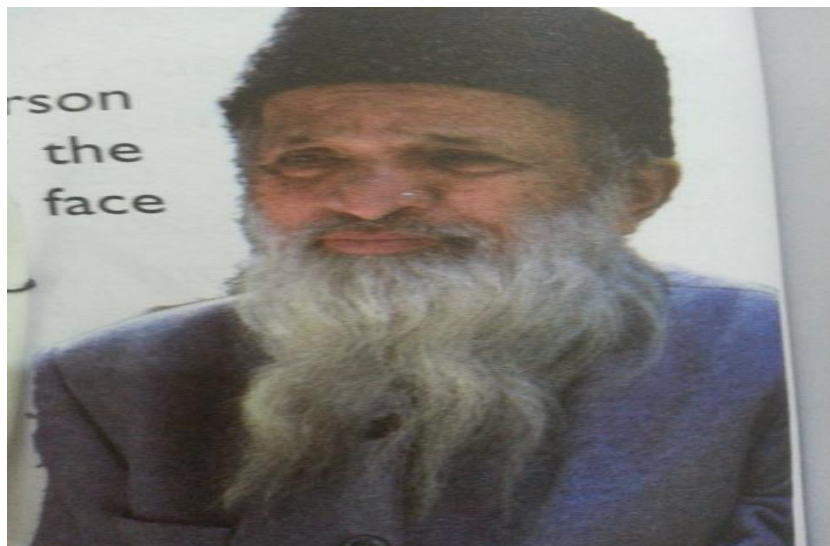
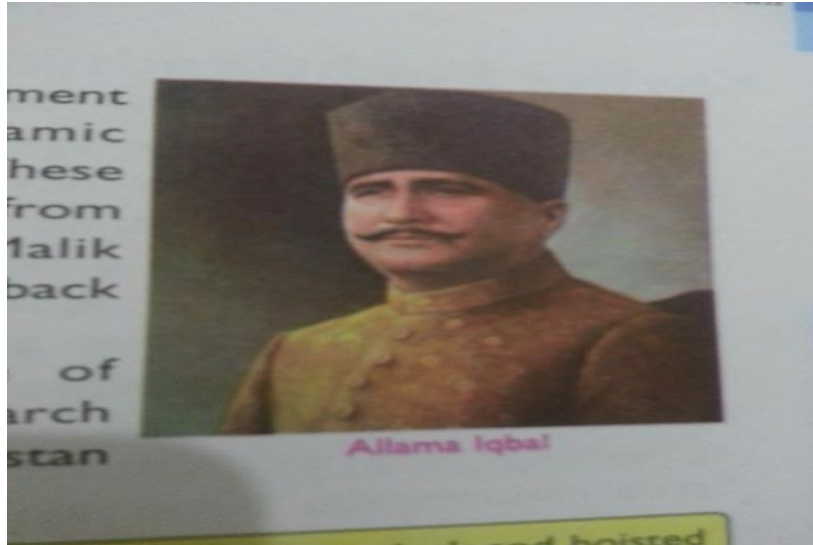
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Citizenship/Democracy related pictures

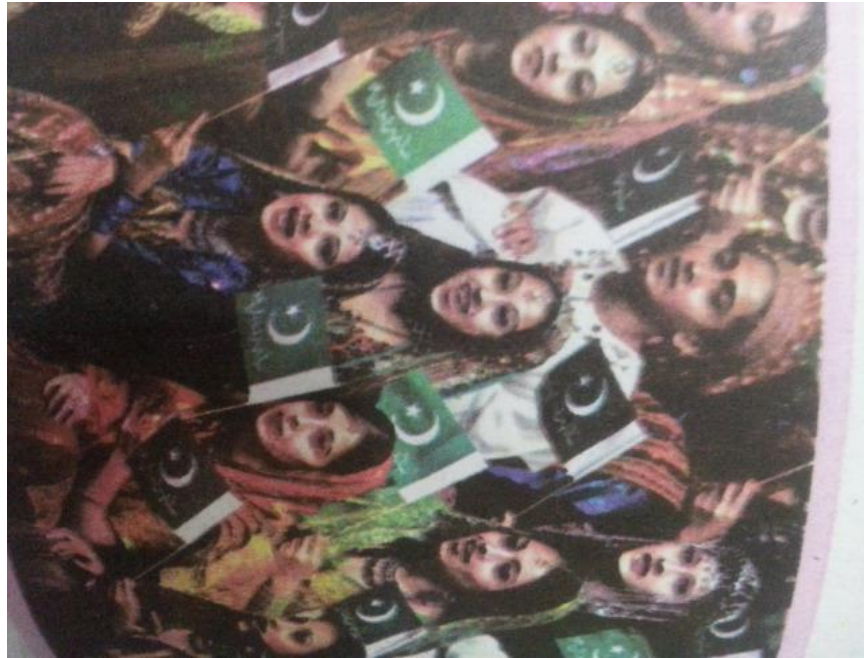


National Identity







Diversity/Social Cohesion



all our diversity we share our joy
same way our sorrows are same with one another.
Our most common factor is our religion Islam. It creates
harmony among us and promotes brotherhood, unity and love for
another.



Brotherhood



Unity



Advantages of Multicultural Society

- Cities are hubs of multicultural societies.

- People live there together.
- They share their emotions, language, dress and food which creates harmony among them.
- They learn to develop tolerance and tend to respect each other.

Write a few lines about national heroes.

Multicultural Society



1. It
ethnic
ochi,
rafts,
etc.
of
are
the
z is
of



Cultural festival



autiful handicrafts such as

Activities related to Civic Sense

Shared Duties

ACTIVITY 3

Select a class representative following democratic way of election

Note to the Teachers


- Explain to the students that why we need a government in a country.
- Describe the formation of government at Federal and Provincial levels with the help of flow chart.
- Tell the important points of constitution.
- Encourage the students to tell some rights and responsibilities of citizens.
- Give examples how everyone is equal before law.
- Free to use Urdu in the class for clarity of the concept. Make sure the students understand the concept clearly.

ACTIVITY 2

Write down your rights towards your family, friends and neighbours:

	Related to my family	Related to my friends	Related to my neighbours
1.			
2.			

Rule of law is a principle that is applicable to all. In other words it is the **supremacy of law**. No one is above the law. The rule of law is universal. All those who break laws or are involved in illegal activities are punishable by law.



ACTIVITY 1

Construct a flow chart to show different levels of courts that exist in Pakistan

Following are the fundamental rights and responsibilities of citizens of Pakistan under the constitution (1973).

Rights	Responsibilities
Right of life, liberty and	Be faithful, loyal and patriotic to the country.

ACTIVITY

- ◆ Make a list of characteristics of your culture.
- ◆ How do you celebrate the Quaid-e-Azam Day?
- ◆ Make a class newspaper. Here is a sample of newspaper. You can observe its front page, headlines and then different news and editorial page.
Your newspaper is about your school, its staff, brilliant students, main events of your school and other extra curriculum activities of your school. First choose its name, editorial board and reporters.

DAWN

Loan for the youth is here, no guarantor!

- ◆ Create a public service message on dengue, smog, traffic jam, sewage and sanitation problem through poster cards/flash cards.
- ◆ Arrange a cultural day at your school. All the provinces should be presented through their dress, food and handicrafts.

Public Notice:

Awareness drive against Dengue.

How can you save yourself from dengue?

Preventive Measures

1. Do not store water in any pot, vase or vessel in the open.
2. Shower mosquito killer spray at your home and work place.
3. Use full sleeve clothes and use mosquito lozenge while sleeping.

Thesis Approval letter



NATIONAL UNIVERSITY OF MODERN LANGUAGES
FACULTY OF SOCIAL SCIENCES
DEPARTMENT OF EDUCATION

ML.1-4/2019/Edu

Dated: 22-02-2019

To: **Ayesha Sarfraz,**
1407-MPhil/Edu/F17

Subject: **APPROVAL OF MPhil THESIS TOPIC AND SUPERVISOR**

1. Reference to Letter No. ML.1-2/2019-Edu dated 11-02-2019, the Higher Authority has approved your topic and supervisor on the recommendation of Faculty Board of Studies vide its meeting held on 16th Jan 2019.

i. **Supervisor's Name & Designation**

Dr. Marium Din,
Assistant Professor, Department of Education
NUML, Islamabad.

ii. **Topic of Thesis**

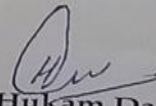
Content Analysis of 5th Class Textbook of the Social Studies with Reference to Provision for Civic Sense

2. You may carry out research on the given topic under the guidance of your Supervisor/s and submit the thesis for further evaluation within the stipulated time. It is to inform you that your thesis should be submitted within the prescribed period by Sept 2020 positively for further necessary action please.

3. As per policy of NUML, all MPhil/PhD theses are to be run through Turnitin by QEC of NUML before being sent for evaluation. The university shall not take any responsibility for high similarity resulting due to thesis prior run by any other individual.

4. Thesis is to be prepared strictly on NUML's format that can be taken from MPhil & PhD Coordinator, Department of Education.

Telephone No: 051-9265100-110 Ext: 2090
E-mail: mdin@numl.edu.pk


Dr. Hukam Dad Malik
Head,
Department of Education

Cc to:
Dr. Marium Din (Supervisor)
Individual Concerned

Proofreading Certificate



Proofreading Certificate

CONTENT ANALYSIS OF 5TH CLASS TEXTBOOK OF THE SOCIAL STUDIES WITH REFERENCE TO PROVISION FOR CIVIC SENSE

By Mphil Scholar Ms. Ayesha Sarfraz

It is certified that the thesis for the research has been checked and proofread for the language and grammatical mistakes. It can be submitted with the fair confidence after the mentioned changes.

Name: Jameel Ahmed Sharif

Designation: Assistant Professor

Government Post Graduate College

Asghar Mall Rawalpindi

Signature:

Jamil Ahmad Sharif
Jamil Ahmad Sharif
Assistant Professor
Govt. College, Asghar Mall
Rawalpindi.

Date: