

Received: 01 January 2025 ,Accepted: 28 January 2025

DOI: <https://doi.org/10.33282/jssr.vx2i4.25>

TEACHING PAKISTAN STUDIES TO FOSTER CIVIC RESPONSIBILITY AMONG STUDENTS

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ABSTRACT

This study investigates the role of the Pakistan Studies curriculum in fostering civic responsibility, knowledge, and attitudes among students at University of Peshawar and Islamia College University Peshawar. The primary objectives were to evaluate the curriculum's effectiveness in enhancing students' understanding of civic duties, promoting critical thinking about governance, and encouraging active civic engagement. The research employed a quantitative cross-sectional survey design, collecting data from students through a structured questionnaire addressing civic responsibilities, knowledge, skills, and attitudes.

The results revealed that the curriculum significantly enhances students' understanding of civic responsibilities, integrates real-world examples, and promotes national unity and pride. Participants reported that the curriculum encouraged critical thinking about governance and democracy while increasing awareness of Pakistan's political system, governance structures, and the Constitution. Furthermore, students expressed a strong inclination to engage in civic responsibilities, such as voting and community service, as a direct result of their studies.

Despite these positive outcomes, the findings also highlight a need for the inclusion of practical civic engagement opportunities to further enhance students' readiness for societal challenges. The study corroborates existing research on the role of civic education in shaping democratic values, analytical skills, and active citizenship. Recommendations include integrating experiential

learning activities and expanding opportunities for practical engagement within the curriculum to strengthen its overall impact.

Key word: Pakistan Studies, Civic Responsibility, Education, Pedagogy, Community Engagement, Student Engagement

Introduction

Social responsibility parades a healthy democracy and society since everyone has rights that should be respected. It covers a person's willingness and ability to make positive contribution within the society, as well as the ability to uphold cultural values within the society, as well as participate in governance process. In Pakistan and especially where social stratification and political instabilities are still evident today, only education that enhances civility is required. Some of the symptoms of the lack of civic awareness include poor voter turnout during election, Poor compliance with the laws of the land and minimal participation in community development projects (Ahmad & Hussain, 2017). These challenges simply call for regeneration, rejuvenation and preparing the people focused especially but not limited to students to act as active players in their community and nations at large.

Many professionals and sociologists have defined education as one of the essential means that support social change and civic engagement. Ideology develops and influences the beliefs, approaches, and actions of persons to become productive members in their societies. Let me first stress that among all subjects studied in Pakistani schools, Pakistan Studies stands out in some way. Being part of the curriculum at both secondary and higher secondary levels most importantly, it provides an opportunity not only to teach history and constitution but also to inculcate some of the vales regarding responsible citizenship among learners. Teaching these factual course contents, Pakistan Studies can instill feeling of nationalism and being part of some collective community among the students. Also, it can give knowledge of democracy, justice and individuals' roles thereby promoting democracy and democratic participation in societies.

Unfortunately, the capability of Pakistan Studies to castigate civic responsibility has remained only promise. Currently majority, the teaching learning is more procedure oriented and requires the student to memorize facts about historical events and provisions in the constitution without the

need to analyze and apply it. This reliance on copycat methods usually makes the students feel out of touch with practical realities of the contents taught. Teacher-centered forms of delivering content such as lecturer and contents presenting approaches and models present the following challenges: Inability of students to gain deeper understanding of the content delivered and their roles as active citizens within society (Shabiralyani et al., 2015). Further, many educators themselves have not received the preparation or have not had access to the necessary material to engaging in participatory strategies, such as discussions, debates and projects that are important for building thinking abilities and for civically responsible participation.

Several systemic issues make it even lower to use Pakistan Studies as a subject that teaches civic education. These are; old teaching resources, few opportunities for ongoing teacher learning and development, and a focus on academic success instead of citizenship. As a result, most of the students lack a holistic perspective of their place in the society and are therefore not in a position to enhance their communities' social administration.

The effectiveness of teaching Pakistan studies for enhancing civility and responsibility amongst the students of the participating educational institution is the main focus of this research effort. Thus, through analyzing selected aspects of the curriculum and teaching practice as well as student perception it seeks to discover the main challenges and meaningful suggestions to the improvement of the subject's contribution to the development of the concept of civic responsibility. Knowing how Pakistan Studies can be helpful for the development of civic knowledge is very important in the development of effective civic education that will breed the right kind of citizens who will help in nation building and harmony in the country. Education, at this age of high globalization and social transformation, has a massive responsibility of preparing the learner for an active civil participation. Therefore, Pakistan Studies can enlighten students to understand the formulated theories applied in actual social issues so that they could be part of building a stronger and democratic nation of Pakistan.

Statement of the Problem

Although, Pakistan Studies is one of the compulsory subjects, there is not much evidence which shows that it can help students develop and understand their civic responsibility. Most of the students leave school with little knowledge of their responsibilities on how to be responsible

citizens in their nation since the current curriculum emphasized rote learning rather than reasoning as well as active citizenship (Government of Pakistan, 2020). Various questions arise including the possibility of the methods taught in the classrooms being applied in real life citizenship situations. The students lack adequate capacity to deal with the social questions, including governance, citizenship, and democracy. The remedy to this lacuna entails the assessment and reconstruction of the approach to teaching Pakistan Studies with specific reference to the enhancement of the potency of its basic aims of civic education.

Objectives of the Study

The objectives of this study are as follows:

1. To evaluate the effectiveness of the Pakistan Studies curriculum in fostering civic responsibility among university students at public university
2. To analyze teaching methodologies employed in Pakistan Studies and their impact on students' understanding of civic duties and engagement.
3. To identify barriers in the current educational practices that hinder the promotion of civic responsibility through Pakistan Studies.
4. To propose actionable recommendations for curriculum enhancement and teaching strategies to better integrate civic education within Pakistan Studies.

Research Questions

The research questions derived from the objectives are:

1. How effective is the current Pakistan Studies curriculum in fostering civic responsibility among secondary school students in District Peshawar?
2. What teaching methodologies are employed in Pakistan Studies, and how do they impact students' understanding of civic duties and engagement?
3. What barriers in current educational practices hinder the promotion of civic responsibility through Pakistan Studies?
4. What actionable recommendations can be proposed to enhance the Pakistan Studies curriculum and teaching strategies for better integration of civic education?

Significance of the Study

For several reasons this study is crucial. First, it resolves an important oversight of the current research by exploring the part played by Pakistan Studies in civic learning. This is because the study does an analysis on the curriculum of this subject as well as the created teaching methodologies to show how it can be used as a tool to instill civility. Second, the results can be useful to identify further revisions that need to be made to bring the subject into accord with modern educational objectives. Third, the study focuses on the issue of teacher preparation for the implementation of change-related practices based on student engagement with content. Last, but not the least, the findings of this study extend the existing literature regarding education for social inclusion of excluded groups, social justice and democracy in Pakistan. Due to the numerous problems that are still experienced with regard to governance and social relations, civic responsibility as a virtue for mastering in students is significant than ever. Thus, in view of amplifying the civic education potential of the analysed discipline, this research has the noble objective of fostering the growth of an enlightened citizenry in Pakistan.

Importance of Civic Education in Modern Societies

Civic education has the central function of preparing and nurturing responsible and responsible citizens. Critically though, it encourages the cultivation of dispositions, skills in critical and reflective thinking, social sensibility and skills in participation that are crucial in governance and in the co-shaping of the common good. From the paper Niemi and Junn (2005), thus it can be understood that civic education is the direct preparation of an individual in terms of knowledge, skills, and feelings for acquiring an appropriate status in the civic processes. Some global examples of how civic education solutions work include. For example, the “We the People” program of civics education in the USA has been reported to have a strong positive effect on student knowledge of democracy and a positive change in their attitude of participation in the society (Gould, 2011). In a similar way, participatory and integrative approach to civic education in the context of politics highlighted in the case of Finland has been associated with high levels of the youth’s political activism, on average (Torney-Purta et al., 2001).

This is very useful especially in areas of the world that are in the developing world especially Pakistan political instability and a poor culture of voting is prevalent. For instance, Ahmad and Hussain (2017) showed that is by developing and implementing civic education in schools may enhance the knowledge of responsibilities among the learners, such as voting and participation in community activities. However, considering that there is no comprehensive strategy to facilitate the use of such education in the broader educational context, its effectiveness in improving the state and enhancing social inclusion and readiness to involve in democratic endeavors is constrained. The previous examples from other countries help to analyze the experience of Pakistan to improve the educational process and contribute to the formation of an enlightened citizen.

Civic education thus has a central function in the production of good citizens. Critical thinking and social responsibility, citizenship, and participatory skills to foster democracy and citizenship as broad virtues of education are included. Niemi and Junn (1998) defined civic education as a process that enhances the endowment of the knowledge, skills and attitudes for functioning in the public arena. In countries like Pakistan civic education is also crucial as it has become clear that culture of which political instability is a part of, in developing nations does not nurture civic engagement.

Pakistan Studies as a Tool for Civic Education

The need to alter the National Curriculum of Pakistan based on information derived from developed countries with regard to the promotion of civility may be the only solution here. From this, it is clear that curriculum is the most effective means by which desirable attributes are fostered among students during the course of their learning. Wojtczak (2002) described that, a curriculum is educational plan that indicates the goals and objectives that need to be attained, the content that has to be delivered and embedded, as well as the approaches that need to be applied to learning, teaching and assessment. This view suggests that curriculum is far from being an enumeration of the subjects- topics- skills- or processes to be taught as a syllabus might depict; else, the curriculum is a complete statement of policy and a working plan of action.

Subject Pakistan Studies which is taught as a part of social studies curriculum has the capability to teach civic values if elements of history, culture and politics are taught as part of subject. However, the approach taken by the subject today is far from what is considered best practice globally. United States and other developed nations employ community projects, debates, and simulations alongside other classroom experiences that enable the student embrace the significance of the country's citizenship. Conversely, Pakistan Studies is more focused on knowledge intactness and theory based instruction rather than gaining the competencies for critical thinking and citizenship (Shabiralyani et al., 2015).

Again, global frameworks of civic education contain issues such as environmental issues, online issues, and global interconnectedness; but Pakistan Studies as a social studies curriculum predominantly teaches history with few if any of the current civil concerns. Respect and ethics, integrated into the citizenship education process, as well as emotional literacy, which form the foundation of the moral development of the younger generation, are not given enough attention in the context of teaching and learning Pakistan Studies. According to Mahmood (2017), both the lesson plans and the content of learnt textbooks should purposely contain critical thinking skills with chances for students to apply such skills.

Pakistan Studies as a part of the curriculum in Pakistan has a great potential for successful civic education as it is taught in all schools in the country. It is therefore loaded with history, culture and political information that is very useful in the shaping of the patriotic spirit among the children. The subject correlates well with teaching and learning civic education across the globe since civic education covers features of governance structures, rights, and responsibilities embraced in the subject. For instance, the Constitution of Pakistan and the struggles for independence in Pakistan, recapitulate subjects that are taught in America and Finland, civic education whereby learners learn about their political systems to foster proper citizenship.

Nevertheless, Pakistan Studies differs from these global practices in several important respects. This international perspective of CE with voluntary and simulated theories like community intervention, debates, and role modeling instead of conventional textual and numerical ways are channelized to make the students active. Conversely, Pakistan Studies is highly geared toward

knowledge reproduction with little capacity of the students to analyze the civil concepts and apply the same in a given context (Shabiralyani et al., 2015). Moreover, the compliance with global best practice standards appears to put much emphasis on such contemporary issues as environmental peril, digital citizenship, global interdependence, whereas Pakistan Studies provides rather limited and often ahistorical perspectives pertinent to modern citizenship questions.

This disparity shows the rape of curriculum reforms, practices as well as modernization to make Pakistan studies better aligned with other countries. Thus, incorporating ILA and modern CIs the subject can embrace a stronger potential as an instrument to promote responsible citizenship and increased active civic engagement among students.

The structure and placement of Pakistan Studies as one of the compulsory subjects in Pakistani schooling system makes it well suited to encourage civic responsibility. Through the use of historical, cultural and even political data, it creates the feeling of patriotism and national pride. However, their potential of teaching the subject in a way that inculcates civic values is still unrecognized according to Ahmad and Hussain (2017). They have weakened its capacity to call for and practice critical thinking and active citizenship among students because of the insistence on rote learning.

Current Challenges in Teaching Pakistan Studies

As a result, a major concern in the teaching of Pakistan Studies is that the content of the course and teaching methods are archaic.. In a study conducted by Shabiralyani et al. (2015) shows that the majority of teachers employ pedagogy using lecture style in their classroom and does not include positive practices such as the use of questions that make the students think critically. Also, because the curriculum provides less emphasis learning and development concerning modern political problems like the environment and exercise constitutional rights in digital society, it has a little fitting with students' daily existing.

The means employed by the teachers in order to ensure that the learner takes responsibility when it comes to the responsibilities of citizenship.

It means that teachers significantly influence civic perspectives of students. Studies done by Darling-Hammond (2000) affirm that for civic education to be effective teachers should use approach that focuses on students civic competence and involves cognitive and performing skills such as critical thinking, discussion and problem solving. Professional practitioners of teachers explain to learners how to find out about issues in civic society, argue and think about their place in the society. In addition, teachers develop the element of responsibility, equality, and tolerance as the base and core attributes of every responsible citizen.

Nevertheless, in the context of Pakistan, the professional development of educators is very much constrained to develop these innovative approaches. Professional development activities of the type that target the improvement of teaching practices as well as the extension of content knowledge, are usually limited or poorly developed. This hampers teacher's productivity to facilitate and support civic education. Failure to do so may inhibit change in the teaching style from traditional teaching styles that involve mostly lecturing, limiting student learning of the material and the effectiveness of the civic education interventions (Memon, 2017).

Its fill needs public investments on teacher education and development with focus on participation, critical thinking and use of various strategies and techniques. More importantly, it is possible to create an environment that puts teachers in touch with relevant civic organizations so that they can be in a position to boldly impart civic responsibility to learners.

Global Perspectives on Civic Education

A similar analysis of various nations indicates that other developed nations such as the US and Finland successfully learn their respective demotic education techniques that engage experiential and community-based models. For example, the Education system of Finland has incorporated CEEd throughout various disciplines of studies and encourages co-projects and students' self-organization (Harju et al., 2016). In the United States, programs including Project Citizen motivate learners to ascertain social problems, and come up with feasible solutions as a way of learning the practical aspects of civil duties (Center for Civic Education, 2020).

The aforementioned international practices are informative to improve the scope and standard of Pakistan Studies. The intention that addresses the issue of transformative learning in local higher education contexts is to combine the university learning with experience and engagement with real life in the case of Pakistan. Use of such strategies may lead to positive attributes of critical thinking, democratic principles and other citizenship styles among the students.

Barriers to Civic Education in Pakistan

Nevertheless, the above-discussed prospect of CED pulls down several challenges on civic education in Pakistan. Few resources including especially the schools that are in the poor background, inhibit usage of more resourceful and interactivity in teaching (Ali et al., 2019). Curriculum implementation particularly teacher training and development seldom includes civic education as a focal area enabling trainers to foster critical observation and participation. Consequently, socio--cultural factors that emulate disrespect for authorities, as well as the suppression of democracy, adversely affect the emergence of a viable model for the enough civic education program (Rehman, 2018).

These are issues that call for system changes at macro levels to be addressed. Education for civics should be integrated into curriculum design, all disciplines, and the pedagogical approaches should include critical thinking regarding community-based projects. A set of modules relating to values as well as to participation oriented learning must be incorporated into the teacher training programs. Lecturers in policy reform institutions should ensure they work hard to get finances that will help support all experiential learning activities when taken in civil society organizations to enable students get exposures as to what is happening in the civic society.

Namely basing on the analysis of the Pakistani context and referring to the international practices and local obstacles, it is possible to create more efficient system of civic education in order to prepare students for active citizenship.

Methods and Materials

3.1 Research Design

In the present context, this research organized a quantitative approach to quantify the position of Pakistan Studies for developing pro-civic obligation among the subjects selected from two public universities of District Peshawar, Khyber Pakhtunkhwa, comprising BSc, MPhil, and PhD students.

3.2 Population and Sample

Population: The population consisted of BSc, MPhil, and PhD students enrolled in two public universities in District Peshawar.

Sampling Technique: A simple random sampling technique was employed to ensure each student in the population had an equal chance of being selected for the study.

Sample Size: A total of 100 students were selected from two public universities –University of Peshawar and Islamia College University, Peshawar.

3.3 Data Collection

Data were collected through a self-administered structured questionnaire. The questionnaire was designed to evaluate:

- a. The relevance of the Pakistan Studies curriculum to fostering civic responsibility.
- b. The impact of teaching methodologies on students' civic awareness.
- c. Students' attitudes and behaviors regarding civic engagement.

3.4 Research Instrument

The primary data collection instrument was a structured questionnaire that included closed-ended questions. A 5-point Likert scale was used to measure perceptions, attitudes, and levels of civic responsibility.

3.5 Validity and Reliability

Validity: Subject matter experts reviewed the questionnaire to ensure it accurately captured the constructs being studied. A pilot test with 30 students was conducted to refine the instrument.

Reliability: Cronbach's alpha was used to determine the internal consistency and reliability of the questionnaire.

3.6. Ethical Considerations

Informed Consent: Written consent was obtained from participants.

Confidentiality: All responses were anonymized, and data were used solely for research purposes.

Results and Findings

Section 1: Demographic Information

Question	University of Peshawar (50)	Islamia College University Peshawar (50)	Total (100)
Gender			
Male	30 (60%)	28 (56%)	58 (58%)
Female	20 (40%)	22 (44%)	42 (42%)
Degree Program			
BSc	30 (60%)	25 (50%)	55 (55%)
MPhil	15 (30%)	15 (30%)	30 (30%)
PhD	5 (10%)	10 (20%)	15 (15%)
University			
University of Peshawar	50 (100%)	-	50 (50%)
Islamia College University Peshawar	-	50 (100%)	50 (50%)

Section: 2 Civic Responsibilities and the Impact of the Curriculum

S#	Item	University	SA		NT	DA	SDA
			F %	A %)	F %	F %)	F %
1	How well do you think the Pakistan Studies curriculum has enhanced your understanding of civic responsibility?	UOP	12 (17.65%)	28 (41.18%)	6 (8.82%)	2 (2.94%)	2 (2.94%)
		ICUP	10 (14.93%)	32 (47.76%)	6 (8.96%)	2 (2.99%)	0 (0%)
2	Did the Pakistan Studies curriculum provide real-world examples to illustrate civic responsibilities?	UOP	10 (14.71%)	30 (44.12%)	6 (8.82%)	4 (5.88%)	0 (0%)
		ICUP	8 (11.94%)	32 (47.76%)	6 (8.96%)	2 (2.99%)	2 (2.99%)
3	Do you believe the curriculum promoted a sense of national unity and pride?	UOP	16 (23.53%)	30 (44.12%)	4 (5.88%)	0 (0%)	0 (0%)
		ICUP	12 (17.91%)	35 (52.24%)	2 (2.99%)	1 (1.49%)	0 (0%)
4	Did the teaching methods inspire you to apply what you learned to real-life civic situations?	UOP	12 (17.65%)	25 (36.76%)	8 (11.76%)	5 (7.35%)	0 (0%)
		ICUP	10 (14.93%)	30 (44.78%)	6 (8.96%)	4 (5.97%)	0 (0%)
5	Do you believe Pakistan Studies helped you understand the role of individuals in a democracy?	UOP	20 (29.41%)	25 (36.76%)	5 (7.35%)	0 (0%)	0 (0%)
		ICUP	22 (32.84%)	22 (32.84%)	5 (7.46%)	1 (1.49%)	0 (0%)
6	Do you feel that the study of Pakistan Studies has influenced your views on national policies and governance?	UOP	18 (26.47%)	25 (36.76%)	5 (7.35%)	2 (2.94%)	0 (0%)
		ICUP	16 (23.88%)	28 (41.79%)	6 (8.96%)	0 (0%)	0 (0%)
7	How much do you think the Pakistan Studies curriculum prepared you to address societal challenges?	UOP	14 (20.59%)	20 (29.41%)	10 (14.71%)	4 (5.88%)	2 (2.94%)
		ICUP	18 (26.87%)	18 (26.87%)	8 (11.94%)	4 (5.97%)	2 (2.99%)

8	Did you participate in any civic engagement activities as a result of what you learned in Pakistan Studies?	UOP	30 (44.12%)	20 (29.41%)	8 (11.76%)	2 (2.94%)	0 (0%)
		ICUP	35 (52.24%)	15 (22.39%)	0 (0%)	0 (0%)	0 (0%)
9	Are you more likely to engage in civic responsibilities (e.g., voting, community service) due to your studies in Pakistan Studies?	UOP	30 (44.12%)	20 (29.41%)	0 (0%)	0 (0%)	0 (0%)
		ICUP	35 (52.24%)	15 (22.39%)	0 (0%)	0 (0%)	0 (0%)

- The responses from students of the **University of Peshawar (UOP)** and **ISLAMIA COLLEGE UNIVERSITY, PESHAWAR** provide insights into how the Pakistan Studies curriculum influences their understanding of civic responsibility, national pride, governance, and real-world application.
- Regarding the enhancement of civic responsibility, **58.83% of UOP students and 62.69% of ICUP students** agreed that the curriculum helped them understand their role in society. However, a small proportion remained neutral, indicating that while the curriculum is generally effective, there may be room for further improvement in making civic responsibilities more relatable and engaging.
- When asked whether real-world examples were used to illustrate civic responsibilities, **58.83% of UOP and 59.70% of ICUP students** agreed. However, a small percentage disagreed, suggesting that some students felt the curriculum lacked practical applications. Integrating more case studies and real-life scenarios could enhance the impact of this subject.
- A significant percentage of students believed that the curriculum **promoted national unity and pride**, with **67.65% of UOP and 70.15% of ICUP students** expressing agreement. Very few students disagreed, which indicates that Pakistan Studies effectively fosters a sense of national identity and patriotism.
- Regarding whether teaching methods inspired students to apply their learning to real-life civic situations, **54.41% of UOP and 59.71% of ICUP students** agreed. However, a notable percentage remained neutral or disagreed, indicating that teaching methods might need to be more interactive and application-based to ensure students can translate their knowledge into action.
- The curriculum was also seen as beneficial in helping students understand democracy, with **66.17% of UOP and 65.68% of ICUP students** agreeing that it deepened their comprehension of democratic principles. Very few students were neutral or disagreed, reflecting that the curriculum is relatively strong in this aspect.
- When assessing whether the study of Pakistan Studies influenced students' views on governance and national policies, **63.23% of UOP and 65.67% of ICUP students** agreed. However, a small percentage remained neutral or disagreed, suggesting that while the curriculum does impact students' perspectives, additional focus on current political issues and governance structures could make it more impactful.

- In terms of preparing students to address societal challenges, **50% of UOP and 53.74% of ICUP students** agreed that Pakistan Studies provided them with the necessary knowledge and skills. However, a significant percentage were neutral or disagreed, which suggests that the curriculum may not adequately equip students with practical solutions for societal issues. More hands-on projects and civic engagement activities could enhance this aspect.
- Participation in civic engagement activities as a result of studying Pakistan Studies was quite high, with **73.53% of UOP and 74.63% of ICUP students** reporting that they took part in such activities. These results indicate that the curriculum encourages civic involvement, particularly at ICUP, where engagement levels were slightly higher.
- likelihood of students engaging in civic responsibilities such as voting and community service increased due to their studies, with **73.53% of UOP and 74.63% of ICUP students** agreeing.

Section 3: Civic Knowledge and Skills

S#	Item	University	SA F %	A %)	NT F %	DA F %)	SDA F %
10	Do you feel the curriculum provides enough content on the rights and responsibilities of citizens in Pakistan?	UOP	18 (26.47%)	22 (32.35%)	7 (10.29%)	2 (2.94%)	1 (1.47%)
		ICUP	20 (29.85%)	23 (34.33%)	4 (5.97%)	2 (2.99%)	1 (1.49%)
11	To what extent do you believe Pakistan Studies encourages you to think critically about governance?	UOP	15 (22.06%)	25 (36.76%)	7 (10.29%)	2 (2.94%)	1 (1.47%)
		ICUP	18 (26.87%)	22 (32.84%)	6 (8.96%)	3 (4.48%)	1 (1.49%)
12	Do you feel that the teaching of Pakistan Studies has increased your knowledge of Pakistan's political system?	UOP	18 (26.47%)	22 (32.35%)	6 (8.82%)	3 (4.41%)	1 (1.47%)
		ICUP	20 (29.85%)	21 (31.34%)	7 (10.45%)	2 (2.99%)	0 (0%)
13	Have you developed a greater understanding of how governance and democracy function in Pakistan as a result of your studies?	UOP	17 (25%)	24 (35.29%)	6 (8.82%)	2 (2.94%)	1 (1.47%)
		ICUP	19 (28.36%)	23 (34.33%)	6 (8.96%)	1 (1.49%)	1 (1.49%)

- When asked whether the curriculum provides sufficient content on the rights and responsibilities of citizens, 58.82% of UOP and 64.18% of ICUP students agreed. However, a notable percentage remained neutral (UOP: 10.29%, ICUP: 5.97%) or disagreed, indicating that while the curriculum covers this area to a fair extent, there may be a need to expand discussions on citizen rights and responsibilities with more practical examples.
- Regarding whether Pakistan Studies encourages critical thinking about governance, 58.82% of UOP and 59.71% of ICUP students agreed. However, a small percentage (UOP: 4.41%, ICUP: 5.97%) disagreed, suggesting that some students may find the curriculum lacking in opportunities for debate or analytical discussions about governance issues. Integrating case studies, open discussions, and problem-solving exercises could help strengthen critical thinking skills.
- On whether the curriculum has increased knowledge of Pakistan’s political system, 58.82% of UOP and 61.19% of ICUP students agreed. A minority of students (UOP: 8.82%, ICUP: 10.45%) remained neutral, while very few disagreed. These results indicate that the curriculum is relatively effective in building political awareness, though some students might benefit from a more in-depth exploration of political institutions and processes.
- Lastly, students were asked if they had developed a greater understanding of governance and democracy in Pakistan due to their studies. 60.29% of UOP and 62.69% of ICUP students agreed, while a small portion remained neutral (UOP: 8.82%, ICUP: 8.96%) or disagreed.

Section 4: Attitudes Towards Civic Responsibility

S#	Item	University	SA F %	A %	NT F %	DA F %	SDA F %
14	Has studying Pakistan Studies motivated you to advocate for social justice issues?	UOP	16 (32%)	24 (48%)	6 (12%)	3 (6%)	1 (2%)
		ICUP	18 (36%)	23 (46%)	5 (10%)	2 (4%)	2 (4%)
15	Do you feel that understanding Pakistan’s history is essential to participating in civic duties?	UOP	18 (36%)	25 (50%)	5 (10%)	2 (4%)	0 (0%)
		ICUP	20 (40%)	22 (44%)	6 (12%)	2 (4%)	0 (0%)
16	Do you believe that understanding the Constitution of Pakistan is crucial for fulfilling your civic duties?	UOP	22 (44%)	23 (46%)	4 (8%)	1 (2%)	0 (0%)
		ICUP	24 (48%)	21 (42%)	4 (8%)	1 (2%)	0 (0%)
17	Do you think Pakistan Studies should include more practical civic engagement opportunities?	UOP	25 (50%)	20 (40%)	4 (8%)	1 (2%)	0 (0%)
		ICUP	30 (60%)	17 (34%)	2 (4%)	1 (2%)	0 (0%)

- Question on whether studying Pakistan Studies has motivated students to advocate for social justice issues, 80% of UOP students (32% strongly agree, 48% agree) and 82% of ICUP students (36% strongly agree, 46% agree) responded positively. This suggests that a large majority recognize the subject's role in encouraging social justice advocacy, though a small percentage remain neutral or disagree.
- When asked whether understanding Pakistan's history is essential for civic participation, 86% of UOP students (36% strongly agree, 50% agree) and 84% of ICUP students (40% strongly agree, 44% agree) agreed. This indicates a widespread belief in the necessity of historical awareness for responsible citizenship, with minimal disagreement.
- Regarding the importance of understanding the Constitution of Pakistan for fulfilling civic duties, 90% of students from both UOP (44% strongly agree, 46% agree) and ICUP (48% strongly agree, 42% agree) agreed. This suggests that almost all students view constitutional knowledge as crucial for civic responsibilities, with only a negligible percentage disagreeing.
- Finally, when asked whether Pakistan Studies should include more practical civic engagement opportunities, the highest agreement was recorded. Among UOP students, 90% (50% strongly agree, 40% agree) supported this idea, while an even higher 94% of ICUP students (60% strongly agree, 34% agree) expressed agreement. This reflects a strong demand for a more hands-on approach to civic education.

Discussion

The study also shows that curriculum of Pakistan Studies enhances the students' sense of civic responsibility at both UNIVERSITY OF PESHAWAR and ISLAMIA COLLEGE UNIVERSITY, PESHAWAR. Overall, across the majority of items, students from two universities had higher level of agreement that curriculum helped them to increase their knowledge of civic responsibilities. These findings are in conformity with earlier studies which show that civic education enhances students' senses and willingness to vote or participate in community activities (Youniss et al., 2002).

The study also shows that the curriculum effectively uses examples of real-life material in learning and unites the students into one nation. This accords with Hahn (1998) who pointed out that approaches to curriculum that included examples, which were practical and themes, which captured national identity had a great in University of Peshawar towards the fostering of civic engagement attitudes. The research also revealed that students claimed that teaching strategies elaborated encouraged them to practice what was learnt in civic real scenarios added on by Kienel and Stein (2018) noting that students learning application is enriched by interaction teaching techniques.

The data also indicate that the curriculum assist students in terms of how people function in democracy, governance and policies within the country . These outcomes tally well with the findings of other similar studies which show that only when civic education is properly organized, people develop stronger democratic values and awareness about politics. Nonetheless, there is a lack of effective teaching of the practical ways through which students can engage in civic duties as data from students showed they support the integration of these ways into curriculum. This kind of opportunity could enhance the learning of the civic and encourage active participation according to Torney-Purta et al (2001).

Concerning the content knowledge and procedural knowledge students' perception showed that the civics curriculum set and implemented standard and appropriate knowledge areas including but not limited to; the rights and responsibilities of the citizen, governance, and democracy. These findings are closely related to Kerr (2003) on arguing that education for citizenship entails a wide approach to the civic reconstruction of students. Similarly, it establishes the involvement of the curriculum in promoting critical reflection on governance adding to the research advocating for the connection between civic education and analytical capacity (McDevitt and Kiouisis, 2006).

Finally, students revealed a very positive attitude toward voting and other community activities; they all said that what they learned in Pakistan Studies helped them in developing a positive attitude toward voting and other similar activities. Consequently, this finding gives credence to the view that civil tutorial commands youth to participate in societal development activities (Flanagan & Levine, 2010). Also, the students of both universities maintained that in order to perform their duties as citizens, they needed to know the history and Constitution of Pakistan, which is in line with the historical and legal education importance for the civic awareness on the basis of the studies which have been done by Parker (2003).

In sum, the results support extant research studies but also pinpoint improvement directions, including utilising practical engagement activities as an addition to the existing learning-teaching strategies, which can enhance the effects of the curriculum of developing students' civic responsibility.

Conclusion

The findings of the study provide an evidence that the Pakistan Studies curriculum can effectively contribute to fulfil the seeing of university students as responsible citizens, increase their civil knowledge and develop positive attitudes towards civil duties. Interviews conducted among the selected students from Peshawar University (UNIVERSITY OF PESHAWAR) and Islamia University (ISLAMIA COLLEGE UNIVERSITY, PESHAWAR) shown that the curriculum makes them knowledgeable about their civic duties, governance as well as the principles of democracy. Furthermore, curriculum was discovered to foster nationalism, which is very importance in the integration of society.

Teaching strategies used in the field of Pakistan Studies were assumed to have positive effect on the development of critical thinking and problem solving skills as well as its ability to integrate what one has learned in his classroom to practical civil life. Nevertheless, there is a considerable interest on integrating more practical approaches to citizenship, including community-level activities and case scenarios to the existing curriculum.

The observations are relevant to other scholarly works as to the contribution of the civic education to the increase of the values of social justice and citizenship. The study stresses on the practical aspect and the ways of including practical material and interactive methods of teaching in the course.

In conclusion it would be stated that the subjects included in the curriculum of Pakistan Studies has negatively contributed in fostering the civic responsibility and engagement thus initiating skills. There is a dire need to fill the following by incorporating some practical experiences in our curriculum. This way, more students can be equipped to face societal issues and be responsible members and participating citizens within the democratic frame work.

Recommendations

on the basis of results of findings, discussion and conclusion following recommendation were given

1. it is recommended that subject expert and policy maker may Incorporate practical examples and case studies to better illustrate civic responsibilities in the curriculum.
2. it is also suggested that group discussion and debates and active learning via group activities should be promoted.
3. policymaker may also require student to participate in Volunteerism exercise such as the participation in a civic project which Inclusive require community service.
4. Expand content coverage on citizens' rights and responsibilities to deepen students' understanding.
5. Pak study contents and curriculum may Emphasize the Constitution's role in fulfilling civic duties through dedicated coursework and discussions.

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