

THE ROLE OF URDU CURRICULUM IN THE PROMOTION OF CIVIC VALUES AMONG STUDENTS (WITH THE SPECIAL REFERENCE OF 7TH GRADE URDU TEXTBOOK)

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Abstract

Over the years, in response to the larger changes in society there has been a growing concern regarding creating awareness among students about the civic responsibility they endure in the society. School curriculum and other related educational materials developed with a focus on civic values may be of immense help in developing civic sense among students. This paper is an attempt to examine, what role our school textbooks particularly the language textbook plays in promoting civic sense among students. To get this question answered, the Urdu language textbooks prescribed by the Punjab Government and published in 2016, by the Punjab Curriculum and Textbook Board Lahore was reviewed and analysed extensively.

The findings indicate that although the civic values, skills and dispositions can be traced out in the seventh grade Urdu language textbook however, it blends the minimalist representation and interpretation needed for creating civic sense among students. More focus was noted on civic values such as kindness; helpfulness; courtesy; sympathy; cleanliness; respecting others; obeying traffic rules; patriotism; crisis awareness; peace and common good, whereas some other civic traits like, democracy and awareness to social issues were found more or less ignored in the textbook analysed.

It is suggested that textbooks should be planned, developed in such a way that may truly help in promoting civic values among students. Further, on implementation front, teachers and the administrators should also bear the responsibility of implementing the textbooks efficaciously so that civic values may be inculcated in students.

Key Words: Civic values, civic sense, language curriculum, Urdu textbook

Introduction

In the recent times when technological developments and advancements are greatly influencing all spheres of human lives, a growing interest appears regarding envisioning the ways in which young ones could be prepared for citizenship and civic life. The apt realization of societies related to developing and sustaining democratic ethos, demands for finding ways to equip the children with certain knowledge, skills and traits essential to live in a civic society has received an increased attention. In such scenario, education is regarded as the best tool that may foster civic knowledge and skills in the children. Today, providing students a deeper understanding of civic values and broader opportunities of practice is the greatest responsibility of the schools. Although deepening and broadening students' civic learning involves a school's inclusive commitment to a learning culture but the school curriculum as being a substantial component of education bears a great responsibility for the promotion of civic values among students. This study thus focuses on evaluating the role of seventh grade Urdu textbook by identifying specific examples from the content aiming to promote civic values and civic responsibility among students.

Literature Review

Civic values are the values that are essential for establishing a civic society. The civic values are principles of conduct centred on personal relationships within a society and serve

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to maintain social order. The civic values are of a universal character that transcend any boundary and can be understood in the vast majority of cultural configurations (Chavez, 2017). According to Listhaug, Ramet and Dulić (2011) civic values are to be understood as the values supportive of ethnic tolerance, harmony, human equality, tolerance of sexual minorities, and the rule of law. In short, civic values help to keep our society functioning and hold together a town, city, or state. Deliberating about civic values and curriculum, Giroux (2013) believes that the civic values can be imparted to students in multiple ways and with multiple levels of intensity and intentionality. However, doing so prerequisites a clear structural design of opportunities as part of general education. School is an important place in which these values can be proposed and promoted (Chavez, 2017). Giroux (2013) thinks that opportunities for civic learning should not be intermittent, but occur throughout the curriculum. To infuse civic sense among students, attention needs to be paid to the vertical civic learning opportunities and civic action provided through school curriculum. The application of civic values by citizens allows society to behave as a gear, and relations between them occur in a positive way (Chavez, 2017). If from an early age children are not taught about respecting and practicing basic civic values, great social disruptions may be caused in future (Chavez, 2017).

There are three essential components of civic or citizenship i.e. civic knowledge, civic skills, and civic dispositions.

Civic Knowledge

Levine (2011) defines civic knowledge as the knowledge which is essential for the individuals to act as members of a civil society. Civic knowledge is thus concerned with what citizens ought to know. This involves the recognition that every society is held together by certain values, the values that help keep society running properly, enable citizens live peacefully and ensure security for future generations. Civic knowledge begins with fundamental understanding of the principles that may help forming and sustaining a peaceful and progressive society. It also includes understanding of the structure of government and the processes by which government passes laws and makes policy (Gould, 2003).

Accomplishing democracy is impossible if citizens do not obtain and understand basic concepts such individual rights and responsibilities, role of government, history that shaped their present, aspects of geography that are vital to understanding their country and the world. The knowledge of civic values helps individuals to live a better and saver life. All people who want to live in a community are expected to respect these values.

Civic Skills

Civic skills are the abilities necessary to participate as active and responsible citizens in democracy. They are necessary for critical thinking and collective action, and include speaking, listening, collaboration, community organizing, public advocacy, and the ability to gather and process information. In this way, civic skills are mainly linked to actual participation. Civic skills also called civic engagement which is a critical outcome of civic knowledge (Muirhead, 2011).

Civic Dispositions

Civic values also involve dispositions supportive of responsible political engagement and encourages active civic participation. Civic dispositions are of great importance in a democracy. These include concern for others' rights and welfare, fairness, and a sense of public duty. Including civic values in teaching through school curriculum and teaching can

enhance these dispositions. For instance, students may develop a greater trust in humanity, support for the political system, and trust in leaders when their teachers have promoted tolerance and respect in the classroom. Research suggests that civic learning strongly boosted young people's commitment to participate in their communities. Cultivating a greater understanding and commitment to civic responsibility results into respect, cooperation, and freedom in a society (Sax 2000; Skinner and Chapman, 1999). The application of civic values by citizens allows society to behave as a gear, and relations between them occur in a positive way.

Civic Values and Language Curriculum

In its traditional sense, the school curriculum is essential to transfer or transmit the values that a society keeps dear and wished those values to be sustained for long. Amongst all, the language curriculum stands out in the regard as all massive scientific and technological development in the society has been possible through language only. Thus, language curriculum and corresponding textbooks bear a crucial responsibility to impart civic knowledge and foster civic skills in students by giving priority to the principles and fundamentals of a local or global society.

Significant Civic Values

Civic education literature identifies several civic values that are interrelated and can be instilled in students through school curriculum. Some of them are discussed here:

Solidarity, Help and Cooperation

Solidarity is probably the most important civic value, as it depends on the fusion of social relations. Basically, it consists of providing support and help to one another, especially in a time of difficulty. The solidarity strengthens the personal relationship between individuals of a society.

Cooperation, which is closely related to solidarity, refers to the action of a person, which he/she may take in favour of something or someone. Cooperation is one of the civic values that are vital to maintaining a free and prosperous society. There are many cooperation groups that develop actions in which help is involved, especially those who need it most. But cooperation can also come from gestures as simple as picking up some foreign object that has been dropped or helping to pass the street to a person who cannot.

Thus, solidarity, help and cooperation are not only individually life enriching civic value but socially beneficial to the groups as well.

Responsibility and Patriotism

Civic responsibility means active participation in the public life of a community in an informed, committed and constructive manner, with a focus on the common good. Gottlieb and Robinson (2002) conclude, abiding by the agreed commitments and respecting the civil rules is crucial, and that is what makes an individual a responsible citizen. A responsible citizen does not only demonstrate a good understanding of the needs and problems facing by the community in which he/she lives but also take apt initiatives to address those needs and problems. A good citizen always responds to the call to serve his/ her country particularly in crisis and hard times.

Respecting Others

Respect is one of the essential civic values. Respect means accepting the unique characteristics of each person and making no objection to them. Demonstrating recognition and acceptance to the rights of others is considered a great civic virtue. Respect on the other

side, refers honouring all national symbols such as national anthem, national flag, national monuments are also needed to be respected by the citizens.

Honesty

It is indispensable in society to have a word, and in turn, to be able to honor it. Honesty consists in always being sincere with the actions that are taken and always respecting others. When a person respects the money and belongings of others, recognizes that he acted wrong at a certain time and has not lied about his actions, can be considered an honest person. In the establishment of personal relationships among individuals in a society, honesty becomes one of the pillars, because a relationship built on lies is doomed to failure.

Justice and Rule of Law

Rule of law refers to the fact that law applies equally to all people within the state irrespective to the powerful and the weak, the rich and the poor. All the citizens therefore require to abide by the supremacy of the law. Justice, gender balance, equality and rule of law as those civic forces that enable the systems and societies to flourish (Giroux, 2013).

Central to democracy are the values of the rule of law. The rule of law, and hence democratic government itself, requires recognition and respect for the following values: (a) the separation of powers between the legislative, executive, and judicial branches of government (b) the independence of the judiciary (c) supremacy of the law (d) equality before the law (e) due process (Harward, 2013).

Freedom

Freedom is thought as the mother of all civic values. Freedom is the civic value which lend people to raise their voice and express their views freely without any fear. It also allows citizens to elect people of their choice who could be their leaders. The virtue of freedom strengthens autonomy of citizens of a society by providing everyone an individual space of action as long as it does not affect the freedom of others (Giroux, 2013).

Civic Values and the National Education Policies of Pakistan

In this section, an effort has been made to briefly find out how the National Education policies of Pakistan emphasized and promotes civic values.

At the occasion of the first education conference held in 1947, father of the nation, Quaid e Azam Muhammad Ali Jinnah Quaid-e-Azam emphasis in his speech that “people need to realize sense of honor, integrity and selfless services to the nation”. The National education commission which was constituted in 1959 also stressed upon the character building of the students by integrating the key Islamic values such as, respect for and helping each other. The national education policy 1970 laid great emphasis upon promoting equality and creating patriotic citizens through education (National Education Policy, 1970). The education policy 1998-2010 also aimed at educating and training individuals as a true practicing Muslims and patriotic Pakistanis. Similarly, an emphasis on creating citizens having great sense of responsibility and national integrity is the most prominent feature of the recent education policy, 2019 (National Education Policy, 2019).

Research Methodology

In order to answer our research question that, to what extent our Urdu textbooks promote civic values among students, content analysis of the textbook of Urdu for grade seven was done. The civic values (URI Civic knowledge and responsibility rubric) listed by the Civic

Engagement Rubric Group were used as a tool to indicate if the selected Urdu textbook fosters civic values in students.

Textbook Content Analysis

The 7th grade textbook taken as sample was published in 2016 comprising total 25 chapters. The table of analysis shows that there are a number of civic values that are fully identifiable and classifiable in the textbook, though many are missing.

Table 1: Civic values promoted in the 7th grade Urdu textbook

Title/Page No.	Civic Value(s) Traced	Summary of the Lesson
“Hamd” Pg. no: 1-5	In this poem there is no civic value found in pure sense but it tells us about the: <ul style="list-style-type: none"> ➤ Greatness of Allah ➤ Blessings of Allah 	In this chapter there is a discussion about the blessings of Allah Almighty such as, how has he created various things for us like sun, moon, mountains, rivers, seasons etc.
“Naat” Pg. no: 6-10	This lesson explores the dignity and honor of the last Prophet (PBUH) The civic value promoted through the verses include serving and helping human kind.	Here is detail about how our well-wisher Prophet (PBUH) served his entire life for humanity, how He (PBUH) enlightened the darkness and took us to the right track and saved us from the destruction.
“Dehaati or Shehri Zindagi Mai Farq” Pg. no: 11-17	Some prominent civic values identified in this lesson include: <ul style="list-style-type: none"> ▪ Hard work ▪ Protecting the environment ▪ Worth of time ▪ Patriotism ▪ Helping and cooperating with each other ▪ Love and respect for each other 	A family visits their family village. All villagers welcome them with love and greetings. The family witness the freshness and natural peaceful environment in the village and compares it with the city life. The family members also observe people tend to sleep on time and thus found it a healthy habit. The family goes to the fields and noticed the farmers working hard in the fields and the women cooperating with their male partners. The family gets impressed by the simple diet, fresh food, and the love and sincerity of the villagers for each other and for their homeland as well.
“Nazm o Zabt” Pg. no: 18-23	The following civic values can be traced in this lesson: <ul style="list-style-type: none"> ▪ Discipline 	This lesson teaches us the importance of discipline through some great examples. It shows how things happen or

	<ul style="list-style-type: none"> ▪ Self-regulation ▪ Punctuality ▪ Obeying the laws and rules 	change on their allocated time. Birds, insects and animals also take care of discipline in their life span. Fast is also an example of discipline and scheduled life. The students who are not punctual or are irregular in their life they cannot become successful in life.
“Payara Watan” Pg. no: 24-27	Only two civic values i.e. patriotism and saving nature are prominent in this poem.	This beautiful poem highlights the beauty of our country and tells how precious and wonderful our country Pakistan is. The poet metaphorically says that our country is like a green, fresh, pleasing and charming garden and we are its gardeners.
“Na Mumkin Se Mumkin Ka Safar” Pg. no: 28-33	Selflessness and hardwork are the two civic values which seem promoted through this lesson.	This is a story of two brothers known as “rite bradraan.” Wilber Rite and his younger brother Aarvil Right were curious about the flight and specifically to fly an airplane. Milten Rite, their father gave them a toy of Helicopter. They played with it and got more curious about the flying of an airplane in the open wide air. And at last after long and hard trials they became successful in flying an airplane in the air. They received such a great honor and fame for their accomplishment.
“Aayie Pakistan ki sair krain” Pg. no: 34-41	Basically, there are two civic values, harmony and patriotism that this lesson promotes.	In this lesson the writer talks about Pakistan, its different provinces, languages, dressing culture, traditions, customs and famous crafts. Thus, in this way makes the students aware to the fact how rich their country is.
“Barhy Chalo” Pg. no: 42-44	<ul style="list-style-type: none"> ▪ Hardworking ▪ Value of time 	Through this poem poet influence on students that they shouldn't waste time, they work hard no fear try their best

		and keep moving and get their destination.
“Kisan ki danai” Pg. no: 45-50	<p>Following are the civic values found in this lesson:</p> <ul style="list-style-type: none"> ▪ Helping people ▪ Caring and respecting others ▪ Fulfillment of promises ▪ Loyalty 	<p>This lesson shares a story of an intelligent and hardworking farmer who once meets a king. The king was kind and generous to his people. The farmer amazes and impresses the king by his intelligence. The king honors the farmer by designating him his minister. Then the king tests the farmer by sharing a secret with him and takes promise of keeping the secret only to him. The farmer fulfills the promise and thus becomes nearer and dearer to the king .</p>
“Musaddas e Hali se intekhaab” Pg. no: 51-55	<p>Although, there is no civic value exist apparently in this lesson, however, it promotes the importance of continuous struggle to accomplish something.</p>	<p>This poem highlights the powerful and amazing past of the Muslim nation. The poet shows the Muslims ruled over the whole world with their strong character, power and wisdom. They hold and promote what is the righteous.</p>
Meri awaaz suno Pg. no 56-62	<p>This lesson promotes a plenty of civic values. Few of them include:</p> <ul style="list-style-type: none"> ▪ Saving and protecting the environment ▪ Preserving the resources ▪ Love and care for surroundings 	<p>Earth narrates that before the revolution of science and technology it was very neat & clean and smooth as well, but with the passage of time science changed all the situation and brought an unhealthy environmental change in the form of harmful chemicals and polluted smoke that has covered the planet earth. The earth makes a plea to the humans that please do not ruin me and my beauty. The earth specially addresses the students and says “tum tulba ho. Mujhy tum sy bohat umeedain hain. Tum bohat kuch kar saktay ho.Khudara mujhay tabaah hony say bachao! Agar tm taalb e ilmon mai se harkoi aik poda lagaaye</p>

		aur is ko parwan charhaaye tou mery seenany pr karroro ki tadaad main darakht hon gain.....shama sy shama jalay gu tou sara mahool roshan ho jaye ga”.
<p>“Sub se oonchaa yeh jahnda hamaara hai” Pg. no: 63-69</p>	<p>This lesson is all about promoting patriotism among students.</p>	<p>In this lesson a teacher who took her students to the Wahga Border’ and Minar-e-Pakistan, tries to make her students aware with the importance and honor of national flag. She shared flag related details with students and also teaches them the manners which we owe towards our national flag. E.g. “Yeh mehaz kapray ka tukra nhi ye is mulk ki izzat aur waqar ki alamat hai qoumi parcham kisi bhi mulk ki pehchan aur shanakht hota hai. Hamara parcham hamari azadi aur khudmukhtari ki alamat hai”.</p>
<p>“Kiye jao koshish, mere dosto” Pg. no: 70-74</p>	<p>Hardwork, regularity and punctuality are some of the values this poem promotes.</p>	<p>In this poem the poet highlights the significance of time, hard work and struggle in life. Those who do not work hard and spend an idle life can never have a bright and stable future.</p>
<p>“Aadaab e Muashrat” Pg. no: 75-81</p>	<p>As compare to the other lessons in the textbook, this lesson promotes a number of civic values in true sense. Respecting and helping others, maintaining discipline in the society by obeying traffic rules and laws, keeping community clean, demonstrating courtesy and sympathy towards each other are the values which make a citizen a good citizen.</p>	<p>This chapter is all about social manners, values and norms. This lesson teaches students how to live with others in society. There should be no discrimination on the base of color, cast and creed. Speaking truth, avoiding backbiting and lavishness, following the traffic rules, caring and helping the poor and needy, fulfilling one’s responsibilities and knowing ones’ own rights are well preached through this lesson.</p>
<p>“Ye saray idaary apnay hain” Pg. no: 82-88</p>	<p>This lesson truly promotes civic knowledge and sense among students by</p>	<p>This is story of a teacher named Ajmal Khan Sahib who highlights the importance and</p>

	encouraging them to show respect for government institutes and play their role in strengthening their nation.	the worth of government institutes (National Assembly, Parliament House, Pak Army, Supreme Court, Police and National Institute of Health), and make his students aware to the specific duties and functions performed by each institute. He addresses to the students and says “ye saray idaray apnay hain. Hamain in sab ka dil o jan sy ahtaraam karna chahiye. Ye idary qoum ki malkiyyat hain. Agar in ko nuksan ho ga tou mulk ko nuksan ho ga. Agar ye idaray mazboot hon gain tou mulk mazboot aur khushhaal ho ga”.
“Safar ho raha hai” Pg. no: 89-93	Creating and developing proper living and transportation facilities for citizens is the prime responsibility of any government. This poem does not explicitly promote any civic value; however, it points out how crucial it is for the citizens to be provided with a better community service by the community. Thus, encourages students to take part in their community development.	This poem is a humorous poem in which the poet narrates the improper and insufficient transportation facility available to the citizens of Karachi. This is a journey in the bus which is congested and overcrowded due to which the passengers seem unhappy.
“Tehreek e Pakistan main khawateen ka kirdaar” Pg. no: 94-99	This lesson is rich in terms of the following civic values: <ul style="list-style-type: none"> ▪ Patriotism ▪ Equality ▪ Respect for women 	This lesson highlights the role of women in “Pakistan Movement”. It also motivates students how they may play their role in the development and progress of Pakistan. E.g. “Quaid-e Azam ki choti behan Fatima Jinnah ne apni poori zindagi apnay bhai ki khidmat or muaawnat main paish kr di. Muhtarma Fatima Jinnah nay Muslim League ke paigaam ko ghar ghar puhnchany k liye jo jiddo jehad ki ussay kabhi bhi faramosh

		<p>nahi kiya ja sakta. Baigum Muhammad Ali, Baigum Nawab Zada Liyaqat Ali Khan, Baigum Jahan Ara, Baigum Shaista Akram-ullah ne jo khidmaat ser anjam di woh sunehray haroof sy likhnay ke kabil hain. Muslim khawateen nay mardon ka hosla barhaya aur inhain azadi ki khatir bari se bari qurbaniyan dainy ke liye aamada kiya”.</p>
<p>“Hai zindagi ka maqsad auroon ke kaam aana” Pg.no: 100-105</p>	<p>This lesson is another good example of civic values. The values it promotes include the following:</p> <ul style="list-style-type: none"> ▪ Sympathy ▪ Helping others ▪ Mutual cooperation ▪ Brotherhood ▪ Welfare of and caring for others 	<p>Through this lesson the author reflects upon those characteristics for which the human being is recognized and considered as a superior creature. This chapter gives us some examples of Islam and its golden era.</p> <p>“.....Dusroo ke kaam ana aur museebat main un ki madad karna he asal insaniyat hai.</p> <p>Jab jazba e hamdardi barhta hai tou insan apni zuroooriyat ki qurbani de kar dosroo ki madad karta hai, issi jazbay ka naam aisaar hai.....</p> <p>Maidaan e Yarmouk mai teen Musalmanoo ny apni jaanain dai deen, lakin appni piyas pr apny Bhai ki piyas ko tarjeeh di.</p> <p>Yun muaashra jahan loeg aisaar-o-humdardi sy kaam laity hain, zameen par Jannat ka namoona paish karta hai.</p> <p>Islam be aisa he muaashra chahta hai jahan lough apnay parosiyon ka khayal rakhain aur un ke dukh bantain.</p>
<p>“Yaum e difaa e Pakistan” Pg. no: 106-112</p>	<p>This lesson promotes the following civic values:</p> <ul style="list-style-type: none"> ▪ Patriotism ▪ Respect for national heroes/legends 	<p>This chapter tells the students about the public and national events of Pakistan. The writer says that “Qaumon aur mulkon ke kuch din khaas ehmiyyat</p>

	<ul style="list-style-type: none"> Unity 	<p>rakhtay hain. In khas dinon ko mukhtalif mumaalik aur qaumain apnay khaas tehwaar ke tour pr baray josh o kharosh se manaaty hain, maslan, Youm-e-Pakistan, Youm-e-Aazadi, Youm-e-Difaa. Pakistani.....fouaj apnay mulk ka difaa karna khoob janti hai.</p> <p>Jis ki misaal 1965 ki Jang e azeem se milti hai. Qaum ka har bacha or jawan, boorha, sir par kafan bandhay apni bahadur fouj ke shaana bashana dushmanon ke mukabil thay. Jazba e ittehaad ki quwwat rakhne wali qaum apna tan man dhan watan par qurban karnay ke liye tayar thi. Pakistani fouj ne buhaduri ke voh johar dikhaye ke qaum ka ser fakhar sy buland ho gaya, Pak Behriya ne dushmanon ko Pakistan par hamla krnay ka moka he na diya issi yaad ko taza rakhny ke liye 6 September ko her saal youm-e-difaa manaya jata hai”.</p>
<p>“Barsaat” Pg. no: 113-115</p>	<p>This poem does not contain any civic value in a clear however “love for nature” and “to be thankful” are the values promoted in this beautiful poem.</p>	<p>This poem starts with an imaginary scene in which a quail sings in a fresh green blossom garden. Due to rain everything has become greener and fresh. Every person is feeling happy, and happiness is dancing around there.</p>
<p>“Zaraat ki ehmiyyat” Pg. no: 116-121</p>	<p>This lesson promotes the following civic values:</p> <ul style="list-style-type: none"> Efficient utilization of national/natural resources Hard work Relying one’s own resources to strengthen national economy 	<p>The chapter expresses the importance of agriculture. It is the backbone of our country. To enlarge and upgrade the system the author discusses different uses of technology and new methods which he calls innovations in agriculture system.</p>
<p>“Ibtadai tibbi imdaad” Pg. no: 122-128</p>	<p>This lesson presents some amazing examples of civic</p>	<p>Through this lesson the author encourages students to play an</p>

	<p>sense and civic dispositions as it promotes the following values:</p> <ul style="list-style-type: none"> ▪ Role of citizens in emergency situations ▪ Helping and protecting others in the times of disaster ▪ Learning how to provide a first aid 	<p>active role during emergency situations. He motivates students to learn the first aid methods and strategies through which they can save themselves and others in/from harmful situations.</p>
<p>“Qaid e Azam” Pg. no: 129-132</p>	<p>Hardwork, patriotism and discipline are some of the civic values that this poem promotes.</p>	<p>In this poem the poet discusses the personal characteristics (fearlessness, selflessness, discipline and leadership etc.) of Qaid-e-Azam Muhammad Ali Jinnah.</p> <p>One can acquire much from this lesson and apply on his own self and play a positive role in society.</p>
<p>“Shaheed ki jo mout hai voh qoum ki hayaat hai” Pg. no: 133-139</p>	<p>This lesson promotes the following civic values:</p> <ul style="list-style-type: none"> ▪ Patriotism ▪ Protecting the nation 	<p>This lesson tells us about the story of a brave boy who since his childhood had a dream to do something extraordinary for his country that he should do a He was Sawar Muhammad Hussain Shaheed (the recipient of Nishaan e Haider), who served his life for country and remained alive for the rest.</p>
<p>“Khizer ka kaam karo, Rehnumaa ban jaoo” Pg.no: 140-144</p>	<p>Through these lesson the students are encouraged to practice the following civic values:</p> <ul style="list-style-type: none"> ▪ Love and respect for others ▪ Helping and caring the needy (lonely) people ▪ Sharing happiness 	<p>This is an inspirational poem in which the poet expressed his inner feelings and says that he wishes he could take away all the grief and sorrows of those who are poor, needy, old, or are living in pitiable situation. He wants to become a relief for others.</p>

Discussion and Conclusion

The analysis of the textbook presented through the table above reveals that some certain civic values such as patriotism; helping/respecting others; sympathy; mutual cooperation; brotherhood; maintaining discipline in the society; protecting national/societal resources; protecting environment; equality are being promoted in the textbook. The textbook also provides a broader and deeper knowledge and understanding of the government institutes and the functions they perform. Thus, enable students to learn civic patterns of practice. However, there are some significant civic knowledge and dispositions such as knowledge of

democracy, developing a political sense that create fully engaged citizens seem missing in the textbook. Overall, the analysis suggests that integrating civic values in the textbook can strongly enhance students' civic knowledge and skills and could provide motivation for the enactment of civic values in their daily lives and thus ultimately increase their civic participation. It is concluded that civic values can be infused through textbook content but fostering civic responsibility in students is conditioned with some other factors as well such as school environment/culture and good teaching practices and activities that could enhance community services participation of the students. It is needed to ensure that the civic values are rooted in the very intellectual and learning core of our schools. It is a proven fact that knowledge is always connected with action. Students learn by doing, because in our school system students are not encouraged to practice what they learn therefore they just memorize the knowledge for the sake of tests and exams which results into less responsible citizens. If while delivering the textbook content, the teachers encourage students to demonstrate tolerance, cooperation, respect, responsibility and obeying the rules by providing opportunities for practice at the classroom, the students will more probably practice these values in the wider contexts.

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