Educational Institutions and Political Awareness in Pakistan: A Case Study of Punjab

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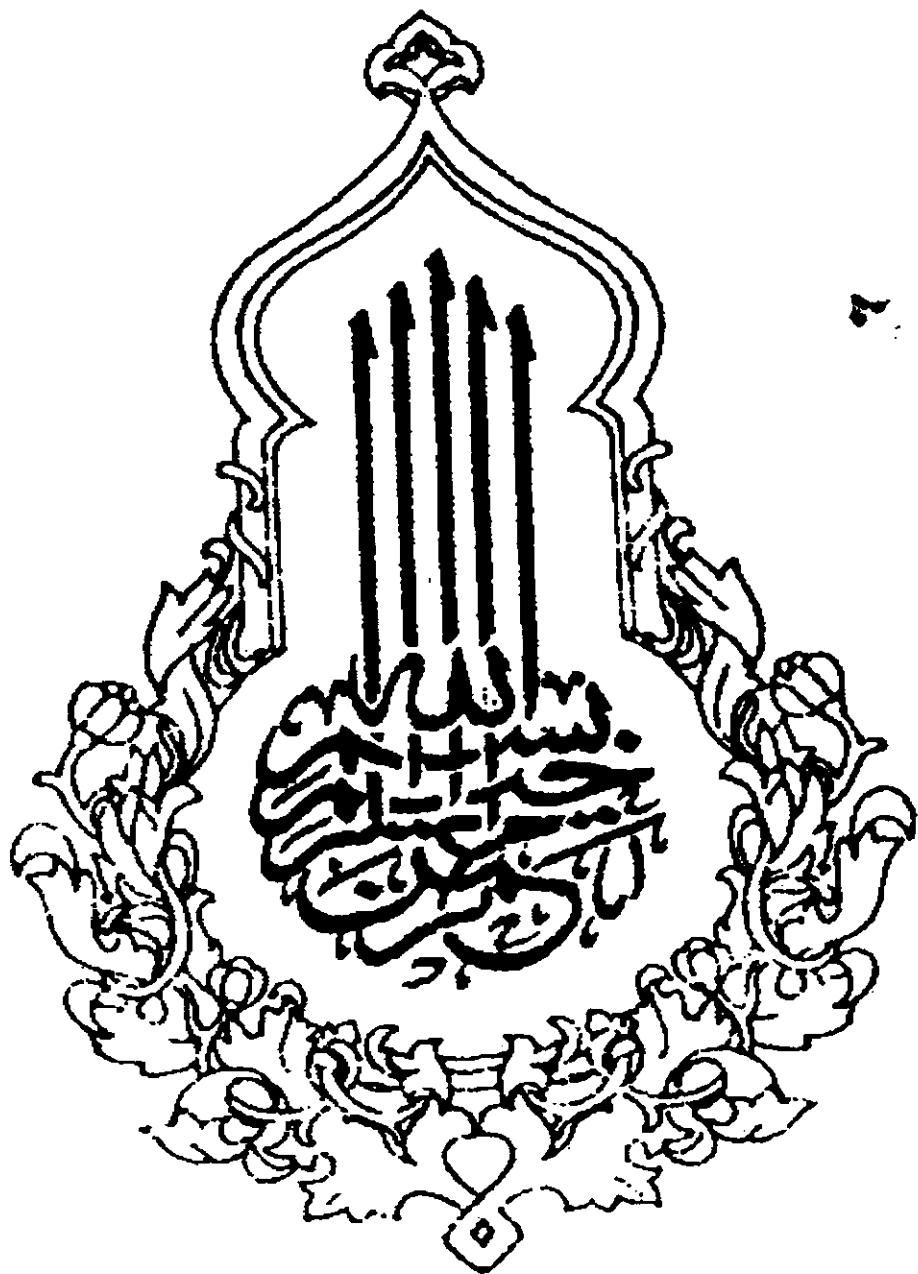
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Thesis for the Award of the Degree of Doctor of Philosophy in Politics and International Relations-A Partial Fulfillment

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DEPARTMENT OF POLITICS & INTERNATIONAL RELATIONS
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## INTERNATIONAL ISLAMIC UNIVERSITY ISLAMABAD

EDUCATIONAL INSTITUTIONS AND POLITICAL AWARENESS IN PAKISTAN: A CASE STUDY OF PUNJAB

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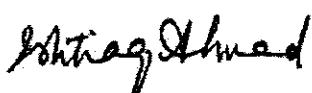
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DEDICATED

WITH

LOVE AND RESPECT

TO

MY TEACHERS, PARENTS, FAMILY AND THOSE

WHO

LOVED AND HELPED ME IN THE COMPLETION

OF

THIS STUDY

Certification

Certified that contents and form of thesis entitled "**Educational Institutions & Political Awareness in Pakistan: A Case Study of Punjab**" submitted by Muhammad Muzaffar, Reg. No.32-FSS/PHDPS&IR/F09, have been found satisfactory for the requirements of the degree of MS Political Science.

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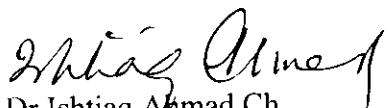
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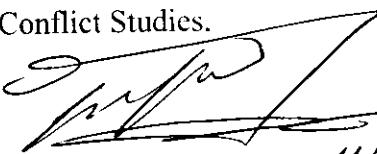
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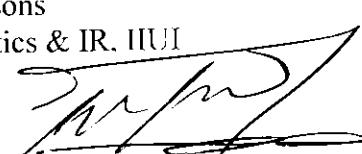
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ABSTRACT

This study was designed to determine the role of educational institutions in developing political awareness among the secondary level students in Pakistan. In developing political awareness, the curriculum, faculty, school environment and home environment play a significant role. Keeping in view these independent variables of political awareness, and the study was delimited to the public high and higher secondary schools in the Punjab, province of Pakistan. Six thousand four hundred and eighty seven (6487) High and Higher secondary schools from all over the Punjab were taken in this study. All the Head Teachers, 33561 Secondary School Teachers and 524336 students of tenth class of session 2012-14 were the population of this study. 414 Head Teachers, 828 Secondary School Teachers and 1242 students of tenth class were taken as study sample by using the Cochran's formula for taking sufficient sample size from the population. To seek the extent of content regarding political awareness, the content analysis of the text books being taught at secondary level out of the compulsory subjects was undertaken. Three five point rating scales were developed for the head teachers, teachers and the students under the direction of the supervisor keeping in view the different factors responsible for political awareness like "Curriculum, "School Environment" and "Home Environment". In order to determine the level of political awareness among the students, a Test comprising the basic and key concepts of political education was also developed. The collected data were analyzed by applying descriptive (Mean, Average, Standard Deviation) as well as inferential (Z-Test, Chi Squire Test) statistics. The level of political awareness was determined by the content analyses of the texts, statement Wise and questionnaire Wise analysis of the questionnaires of the study sample and the results of the Test administered on the students' sample. The results of the study showed that a very little amount of content was found on political awareness in the text books at secondary level. The statement and questionnaire Wise analyses of the questionnaires of the study sample showed the unsatisfactory condition about the political awareness. The results of the Test also showed the lower level of achievement of students. Inculcation of basic and key concepts of political education in compulsory subjects at secondary level, political awareness drive in the form of seminars, debates and workshops at schools, appointment of expert subject specialists, provision of different societies and organizations like school councils and literary societies, continuous parent-teacher meetings and sufficient budget allocation were recommended in this study.

ACKNOWLEGMENTS

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FOWARDING SHEET

The thesis entitled *"Educational Institutions and Political Awareness in Pakistan: A Case Study of Punjab"* submitted by Muhammad Muzaffar in partial fulfillment of Ph. D Degree in Discipline (Politics and International Relation) has been completed under my guidance and supervision. I am satisfied with quality of research work and allow him to submit this thesis for further process of as per International Islamic University, Islamabad rules & regulations.

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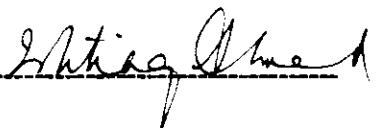
Professor Dr. Ishtiaq Ahmad Choudhry.

INTRODUCTION

1.1 The Preamble

Education is the solution of all social evils on one side and it introduced the economic prosperity and social uplift within society on the other. In the Sub-Continent, Sir Syed Ahmad khan struggled to remove the problems of the Muslim Society through education. He was one of the pioneers who laid down the foundation of Pakistan. On his credit, there are two important things. First, he did efforts to shatter the deprivation of the Muslims of the Sub-Continent who were living in an isolated and depressed life. Second, he established the educational institutions to compete the challenges. He specially, focused on the western education for the Muslims of the Sub-Continent to remove the existing problems. (Khan, 1997) Through educational policies the fate and direction of the society is determined. In national educational policies, the deficiencies of nation in various fields are sensed and preventive measures are arranged to eliminate and to make up these ones. In a democratic state, the main indicator education gives awareness how democracy grooms in its real sense. The democracy brings real leadership which is concerned to key progress and prosperity of nation. Therefore the political awareness earns primary position in the revival of real democracy within democratic country. Pakistan stands for the ideology of Islam. Now the question before the researcher, how the school going students are intact with the ideology of Pakistan. Either the political socialization made possible through the formation of the disciplines. Pakistan has pluralistic society, having of diversified ethnic-lingual and socio-cultural values. In 1947, Pakistan has two wings, entirely different on demographic structure. Widespread differences in terms of socio-political and ethno-lingual-cultural basis

already existed between both wings which could be overcome through a unified educational policy. In the First Educational Conference, the policy makers did efforts to introduce the unified educational policies but that was not implemented in actual spirit, finally the fruitful results were not produced. The policy makers promoted the ideological based education to strengthen the educational foundation for the future generation. It has been observed that in all educational policies, the governments focused on the preparation of the democratic values. The policies covered the local, the national and global level changes to meet the political, socio-cultural and economic challenges. The policies were in-depth and reflected outside and inside values of the subjected society but also they failed to produce the required results. (Memon, 2007) The problem was linked with the institutions which did not implement them in letter and spirit. Pakistan has pluralistic society and constitutionally framed as Federation and along with four federating units, Punjab, Sind, NWFP presently Khaiber Pakhtun Khwa (KPK) and Baluchistan. In 1973 Constitution, it was ensured to the Pakistani society that they would be provided the basic needs of the life and Pakistan would be the social welfare society but later developments exposed all the efforts of the respective governments because they failed to evolve a nationalistic oriented policy educational program (Bengali, 1999)

1.2 The Statement of the Problem

Pakistan, dense populated and geographically important country, has major role at global level. It is clear message that it has natural and human resources but still it is missing the essence of prosperity. In fact, the policy makers failed to utilize the available resources, led to cause of unapproachable to the developed economy and the technologically advanced mechanism. At global level, the challenges are rapidly increasing which could not be met unless a proper attention is given to the educational

affairs of the state. It is the understood reality that without education there is no development and there is no prosperity. In Pakistan, the major concerned issue is good governance. The Pakistani government whether the military regimes or the political regimes, remained question mark to address the basic problems of the Pakistani society. Education is the basic fundamental requirement of each Pakistani but the literacy rate is comparatively low at global level. It has been observed that the state has two issues. First, the educational policies are not implemented. Second, the political awareness is not being promoted because the course contents are empty regarding the political awareness. At Secondary level of the education, the students have poor political knowledge, even they do not know the existing political system of Pakistan and in addition, they have no interest to know the political history of Pakistan. (Khan, 2009) The educational policies and the institutions are interlinked and are responsible to promote the political awareness among the students, would introduce the sound political culture and the political system in future. In Pakistan, the common citizens are not informed as well as the active citizens. They prefer to avoid discussing the political system, to know the political procedure. The current research intends to explore that why political awareness is missing in secondary and higher secondary schools of the Punjab, Pakistan and how this problem can be addressed in future.

1.3   Rationale of Study

Secondary Education System, a driving force of any state to draw outline to mould the youth towards integration and prosperity. It focused on shaping the individual's behavior within society. No doubt to say that through secondary education system, the political learning could be possible at maximum level. It is the stage which provides two fold options. First, it generates the middle level worker and

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in the same stage, it addresses the opportunities to produce the highly qualified experts in the various fields of state and society. It is the secondary education system which would determine the future role of the students within society. At secondary school level, a better understanding regarding political system and political education could be acquired which laid down the foundation to produce quality based society. In the long run, this sort of the quality of education would enhance the political education which would help to shape the individual's behavior within the political environment of a society. Therefore, the efforts are made sincerely to strengthen the secondary school system, resulted in promotion of the political awareness within the students. The researchers have variety of the material in published formation which would illustrate the importance of the secondary school system.

1.4 Objectives of the Study

The objectives of the study are to

1. Analyze the National Educational Policies with reference to Political Awareness.

2. Determine the extent of political knowledge in the curriculum at secondary level.

3. Evaluate the status of political awareness keeping in view the factors like curriculum, school environment and home environment.

4. Examine the level of political knowledge and information regarding education of politics among the students.

5. Find out the role of educational institutions in developing political awareness among the secondary level students in Pakistan.

6. Give suggestions to promote political awareness among the students at secondary level.

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1.5 Research Questions

1. Do the public High and Higher Secondary Schools promote political awareness among the students?

2. Do the Head Teachers stay supportive in promoting political awareness among their students?

3. Do the Teachers indoctrinate the basic information of political awareness in their students?

4. To what extent the National Curriculum at Secondary level fulfills the basic and key concepts of political awareness?

5. What is the role of curriculum in promoting political awareness among Secondary students?

6. Does the environment of High and Higher Secondary Schools prove helpful in promoting political awareness among the students?

7. Does the Home Environment of students at Secondary level promote political awareness in them?

1.6 Research Hypotheses

The following null hypotheses are formulated:

Ho_1 No significant difference exists among the opinions of the Head Teachers, Teachers and the Students regarding the degree of political knowledge in the curriculum at secondary level.

Ho_2 No difference exists between the opinions of Head Teachers and Teachers regarding education of politics.

Ho_3 No significant difference exists among the opinions of the Head Teachers and students regarding school environment.

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Ho_4 No significant difference exists among the opinion of the Head Teachers, Teachers and students regarding home environment.

Ho_5 No significant difference exists between the opinion of male and female Head Teachers regarding political awareness.

Ho_6 No significant difference exists between the opinion of male urban and male rural Head Teachers regarding political awareness.

Ho_7 No significant difference exists between the opinions of female urban and female rural Head Teachers regarding political awareness.

Ho_8 No significant difference exists between the opinions of male and female teachers regarding political awareness.

Ho_9 No significant difference exits between the opinions of male urban and male rural Teachers about the political awareness.

Ho_{10} No significant difference exits between the opinions of female urban and female rural teachers about the political awareness.

Ho_{11} No significant difference exits between the opinions of male and female Students about the political awareness.

Ho_{12} No significant difference exits between the opinions of male urban and male rural Students about the political awareness.

Ho_{13} No significant difference exits between the opinions of female urban and female rural Students about the political awareness.

Ho_{14} No significant difference exits in the basic information between male and female Students concerning political awareness

Ho_{15} No significant difference exits in the basic information between male urban and male rural Students concerning political awareness

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Ho$_{16}$ No significant difference exits in the basic information between female urban and female rural Students concerning political awareness

1.7   Literature Review

Kenneth P. Langton and M. Kent (1967) opined in research paper "Political Socialization and the High School Civics Curriculum in United States" that a transparent political system is linked with the educational system. Proper education system is required to flourish the political system at the maximum level. The concept of sustainable development is also linked with the educational system. Stable economics need stable educational system. The working of democracy is also linked with the school education system, directly providing cherished results in forming the socio-political system. In the said research, it has been observed that the researcher did efforts to explore the importance of the education to promote the political awareness, but the importance was not given to the educational disciplines.

Jan. W. Van Deth (2010) in "Children and Politics: An Empirical Reassessment of Early Political Socialization" stated that a best citizen could be possible through education. Citizen role within political development could be determined after evaluation of the education system of a given society. It has been said that political process is reinforced thorough materializing the educational system. The said researcher conducted research project over various departments which conclude two developments e.g. flourished political process and positive election based healthy environment within election. Adam J. Briskly & Gabriel S. Lenz (2010) in their scholarly reading "Education and Political Participation" explore the casual link, political engagement and national development run parallel smoothly, and the educational system would channelize the intact relationship between the political education enhancements through a balanced educational system. It has been stated

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that high level political awareness is associated with high level political participation as it is commonly said that more education means more awareness and further more development in the national life of a society. It finally brought out result, more political process in more participatory level. The researcher focused on the value of the political education. It has been observed that the political education means to in link the parameters of the educational bridge the political socialization and the political awareness. It did not talk about that process, required for the civic engagement.

David, Ziblatt (1965) in "High School Extracurricular Activities and Political Socialization" explored the idea of good citizenship to develop a link between the teachers' participation level and the society. In the educational institutions, the techniques of extracurricular activities are streamlined to actualize the strength of the political awareness and political knowledge. The researcher reported the efficiency level of the student's thorough extra-curricular activities in positively. It has been empirically observed that those students, lacking of civics education have less impressive knowledge about state and society. These cause of defame the traditional thinking. The researcher needed to pint out the role of the agents to promote the political socialization factor.

Roclerick et al (2003) in "Socio-political Development" highlighted the importance of social and cultural aspects of a society through educational system. It is said that society, influenced by various factors and the educational system needs to be more linked with the social and cultural aspects of society. Education matures society and its citizens towards a healthy process. The researcher focused on the importance of the education but it was not mentioned that the school is linked with the democratic treatment at the early stage.

Kenneth P. Langton (1968) in his research work "Peer Groups and School and the Political Socialization Process viewed that to strengthen the political system, education need major role. For this purpose, a progressive and dynamics educational system is required. Democracy in its actual spirit can be maintained, conditioned to educational system. Democratic citizen requires a strong educational platform, needed to address the developing democracy, a transition phase from cultural resolution.

Alexander, W. Wiseman, M. Fernanda Astiz, Rodrigo Febrega & David P. Baker (2008), in "Making Citizens of the World: The Political Socialization of Youth in Formal Mass Education System" describe that the school system is not linked with the political and cultural roots of the system. The Democratic Theories focused on the individual behavior and cultural orientations. Political culture is linked with socialization within system and across the system. The researcher needed to focus on the educational policies to link with the promotion of the democratic attitude within the society. It is referred that the policy of the education should be designed in the context of the promotion of the civic education at the secondary level.

Davon Acemoglu and James Robinson (2008) in "The Role of Institutions in Growth and Development" focused on preparation of the informed citizens who have potential to play vital role within political culture. Educational institutions can play vital role in this framework. Only through education, sustainable economic development could be possible. Political knowledge and education can develop nations in broader framework. The researcher needed to address the education factor in the context of the political stability within state which led to the cause of the economic prosperity.

Bruce A. Miller (1995) in "The Role of Rural Schools in Community Development: Policy Issues and Implications" said that rural education system is

lacking of possibility in playing role in the development process of national economy. At grass root level, society needs to revise the educational plan, to open space to accept the revolutionary ideas and finally to challenge the status-quo system. The researcher needed to bridge the political awareness as whole, no doubt, the rural area has been addressed but the Urban cannot be ignored.

Connie Chung, (2005) in "Public School to Community Development" stated that public schools cannot introduce new thinking and balancing political orientation program. "The State of Civic Education in Pakistan" Agha Khan Research Project August 2007 Report by Dr. Bernadette L. Dean showed new political and social realities, among states, emphasized on civic education in order to build and further to secure democracy both emerging and established democracies. In Pakistan, more favorable to democracy, advocated to the educational institutions need on political education for both leaders and the electorate.

"Education Reform in Pakistan: Building for the Future" (Edit) Robert M. Hathaway (2005), United States Agency for International Development World Bank, South Asia Human Development Department, focused the challenges within the education system, specially highlighted the differences between the Madaris Education System and the regular institutions. The report bridged the economic development with the education reforming institutions and the citizen education system in Pakistan. Different scholars have presented their opinions within research project through different research articles. The Punjab Education Sector Reform Program 2003-2006, prepared by World Bank, South Asia Human Development Department are the milestone contribution to actual understanding of the Punjab Education System in the context of the Higher Education Sector. The researcher did not state how the donor agencies and the monetary institutions have the influential

role to stream line the educational policies in their own specific interest, often contrary to the subjected society cultural values.(Hathaway, 2005)

"The Influence of Education on Conflict and Peace Building" Alan Smith, University of Ulster (2011) illustrated three important features of education, influence to the society. First, Education is the fundamental right of the individual; it is the prime responsibility of the respective government to provide it to its own citizens. Second, education is the solution of all the social evils. Third, the policies and the practices of the educational institutions should be examined in the light of the changing political and social scenario. "Education in Pakistan: What Works & Why Campaign for Quality Education" (2007) focused on the analytical qualitative education, which are necessary to mobilize the resources to educate the society and the components of the society. "History of Educational Policy Making and Planning in Pakistan" Kaiser Bengali, working Paper Series No 40 (1999) report prepared by the Sustainable Development Policy Institute highlighted the process of education since independence to up to date. The said research project has categorically explained the Educational Policies in Pakistan. In addition, he made efforts to analytically view the educational policies in the light of the failures and success. Education is the outcome of the developments of the state's institutions. The researcher analytically explained the educational policies but it lacks of the link of the educational policies with the civic engagement.

"From Practice to Policy: Making a Difference" The Teachers' Resource Centre, Working with the Government of Pakistan Sughra Choudhry Khan, in collaboration with the Teachers' Resource Centre, Karachi, Funded by the Aga Khan Foundation (2004) has focused important areas as following Education in Pakistan.

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M. Hameed-ur-Rehman et al (2013) in "Critical Analysis of the Educational Policies of Pakistan" made efforts to focus on the educational policies and their impacts over the social and economic development of the society. The both writers consolidated 2005 the 2009 Education Policies and included the White Paper subjected to them. Further, they tried to point out the weak areas of the educational policies, directed to concern the policy parameters on both sides; education sector and the government sector.

Muhammad Imran (2009) in "A Comparative Study of Quality of Education in Public and Private Secondary Schools of Punjab" has focused on the problems, issues and trends in Secondary Education, role of the Physical infrastructure of the education sector. The said researcher has opted Content Analysis Data Research Mythology. Tehmina Sattar et al in "Socio-Political and Economic Barriers of Development in Education Sector of Southern Punjab (Pakistan)" (2011) explains that the real investment is in fact the education, which can introduce the prosperity and can eliminate intellectual and physical poverty. In the field of the education, there is a dire need to allocate enough budgets to take the positive results. The researcher required to discuss the priorities of the allocation of the financial resources in terms of the quality and quantity of education, as per the need of the society.

Shaukat Hameed Khan (2009) in "Making People Employable: Reforming Secondary Education in Pakistan" has been observed that the skill education should be introduced in the Secondary Education System. In fact, the government should give the due weight to the Vocational Educational Program. Through this article, the writers attempted to point out the growth linkage with the vocational educational institutions. The researcher did not specify those areas needed to be framed for the

vocational education. No doubt the vocational education is vital important for the growth of the industrial sector. The industrial education is dire need of the society.

Muhammad Ashraf, (2012) in "Globalisation and Education Policy of Pakistan: The Challenges of Access and Equity in Education" has observed that the Educational Policies of Pakistan are under the influence of the different ideologies as following religious, secular, and ideological. In post 9/11 scenario, Perviaz Musharraf has introduced the west oriented secular educational policy and has condemned the religious-Madaris education in Pakistan. Pervaiz Musharraf has made efforts to introduce the enlightenment aspects of the education. Finally, the writer linked education with the economic growth rate of the subjected state. The researcher needed to address those factors, contribute to the Madras education. It is the reality that the Madras education has important role in Pakistani society. How the school education has been politicized, it was important to be discussed.

Ahmad Salim with Arif Naveed (SDPI) (2011) in "Connecting The Dots: Education and Religious Discrimination in Pakistan a Study of Public Schools and Madrassahs United States Commission on International Religious Freedom November" (2011) observed that education has important role to shape the behavior and the attitude of the individual within society, led to the cause of emerging the civil society. Pakistan has to compromise its education budget due to the rivalries on borders. The research work of Helen J. Craig "Teacher Development Making an Impact" (1998) focused on the educational infrastructure, budget allocation and specially the development of the teachers from job career to social development. The researcher should focus on the importance of the education in terms of the security measures.

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M. Tahir Yaqoob and Shirin Zubair in "Culture, Class and Power: A Critique of Pakistan English Language Textbooks" (2012) critically analyzed the textbooks and explored the certain themes/messages concerned to the Pakistani culture generally and Western culture particularly. The elite-school students gained an easy access to English and the Western culture as compared to the others non-English medium school. The researcher should identify those parameters which can modernize the educational curriculum at all level.

Presented literature review opened new windows for the future researchers to address the coming challenges and options. In globalized world, the each educational system has to face critical issues in terms of cultural and political orientation. The literary readings obviously provide intellectual path to find out the possible solutions of the valid questions. It is said that research is an ongoing process, verifying old data and processing new developments.

1.8 Research Design / Model

A diagram of research model is given in the following figure

INDEPENDENT VARIABLE   DEPENDENT VARIABLE

CURRICULUM

SCHOOL FACULTY

SCHOOL ENVIRONMENT

HOME ENVIRONMENT

STUDENTS POLITICAL AWARENESS

Figure: 1

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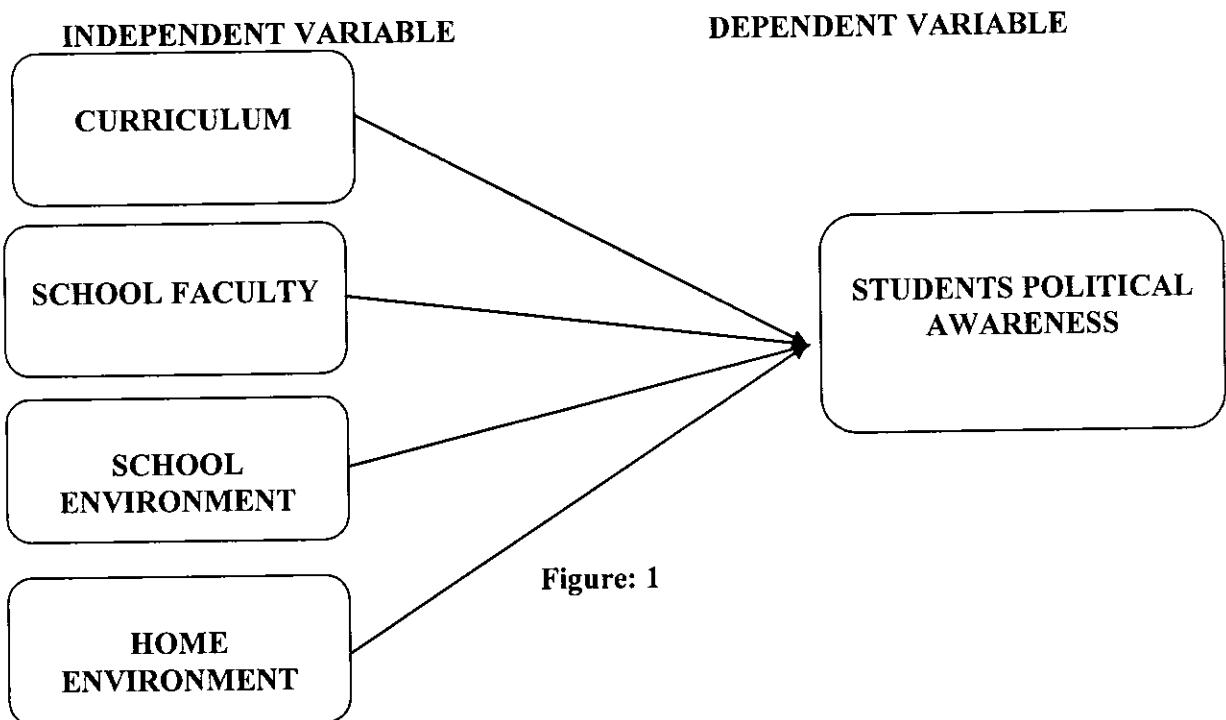
1.9 Variables

Two types of variables have been used in this study, Dependent Variables and Independent variables. Students' Political Awareness has been taken as Dependent Variables and School Curriculum, School Faculty, School Environment and Home Environment are treated as Independent Variables.

1.10 Delimitations of the Study

The study was delimited to:

- The Punjab province of Pakistan.

- Public sector; Govt. secondary and higher secondary schools in Punjab.

- The text books of ninth grade (Book I) and 10th grade (Book II).

- Head Teachers, Teachers and the Students of Government High and Higher Secondary Schools of the Punjab.

1.11 Methodology

The following methodology was adopted for this study:

Text Books at Secondary Level

At secondary level, thirty six subjects are taught in various disciplines with different subject combination in Govt. high and higher schools of the Punjab. (See Appendix D for detail)

Sample of Study

The text books of four compulsory subjects (English, Islamic Studies, Pakistan Studies and Urdu) of ninth grade (Book I) and 10th grade (Book II) for the purpose of content analysis were chosen as sample.

Population

As this study concentrates on the educational institutions and political awareness in the Punjab, Pakistan therefore the population of this study was

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- All the head teachers of the 6487 government secondary and higher secondary schools.

- All the teachers teaching at secondary level in 6487 Government secondary and higher secondary schools. There were 33561 secondary schools teachers (SSTs) working in these schools as per the list provided by the respective DEOs secondary offices from each district of the Punjab.

- All the students studying at Secondary level (10th grade) during session 2012-2014 in High and Higher Secondary Schools of the Punjab. There were 524336 students of tenth grade who appeared in the SSC annual examination 2014 as per the information provided by the respective BISEs in the Punjab. (See Appendix "C")

Table No. I
Population of Head Teachers in the Punjab

Sr. No	Head Teachers	Total No.
1	Male	3606
2	Female	2881
Total		6487

Source: http://www.schools.punjab.gov.pk

Table No. II
Population of Secondary School Teachers (SSTs) in the Punjab

Sr. No	SSTs	Total No.
1	Male	19773
2	Female	13788
Total		33561

Source: Data was collected from the District Education (SE) Offices of the Punjab

Table No. III
Population of Public School Students in the Punjab

Sr. No	Students	Total No.
1	Male	255195
2	Female	269141
Total		524336

Source: Data was collected from the Statistical Data of the students appeared in the Annual Examination of SSC 2014 in the BISEs of the Punjab

Content Analysis

Content Analysis is believed to be one of the best methods used for research purposes in the field of Social Sciences. Basically it is used in the field of Sociology, Communication, Psychology, Political Science, Journalism and Business. (Neuendorf, 2002) Content Analysis is a technique that systematically identifies the specific objectives of message narrated within the texts. Holsti, (1969) in his work presents the concluded remarks about the content analysis keeping in view the points of views of different scholars that it is an objective, systematic and quantitative description of textual context.

Procedure of Content Analysis

The procedure adopted for the content analysis for this study is given as under: First of all the core words for every aspect of political science were selected. Then all the derivatives of such words were selected to determine the depth and breadth of selected concept represent in the target textbook. This type of arrangement enabled the researcher to ensure the holistic approach and objectivity. For observation of these textbooks and to identify the concepts related to political awareness, a systematic approach was adopted. According to this approach, textbooks were divided into 4 steps structural level and these levels include Headings/ Titles, passages/ paragraphs, lines and words. With the help of this systematic procedure, task of the researcher became easy and it was easy to locate the desired or related word in the textbooks. All the analysis was furnished manually. Though there were some software available with the help of which the work of researcher would have minimized to a great extent but the problem here was that all the books except English Language are in Urdu manuscript and there is no such software available in the market for this purpose. This formula was devised by following doctoral study by Lila Maria (Francis, 1995). In

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this study the methodology adopted by researcher is the selection of key words and then divided these words into subcategories. By following this study, the researcher has divided content analysis into four categories of topic, paragraph, line and word and then divided these categories into fifteen subheadings and in this way the textual analysis was made systematic and easy. The researcher made the table and put the topics, paragraphs, lines and the words under the suitable headings.

In the quantitative nature of the studies surveys are common forms of data collection usually used by the educational institutions and social agencies. (William, 1994) For selecting the sample for quantitative evaluation the Cochran's Sample Size Formula after the adjustment for the correction of finite population (Cochran, 1977) was used as:

Cochran Formula

$$Sample\ Size = \frac{(Z)^2 \times (P) \times (1-P)}{C^2} \text{---------------------------} \quad (1)$$

$$Sample\ Size = \frac{(1.96)^2 \times (.5) \times (1-.5)}{(.05)^2}$$

$$SampleSize = \frac{.9604}{.0025}$$

$$Sample\ Size = 384.16$$

Correction for Finite Population

$$New\ Sample\ Size = \frac{SS}{1} + \frac{(SS-1)}{POP} \ ------------------\ (2)$$

Choice (*.5 used for sample size needed*),

C = *Confidence Interval*, (*e.g.*, .05 = ±5),

pop = *population*

Sample Size of the Population (Calculated)

Head Teachers =   364

Teachers (SSTs) =   385

Students =   385

Procedure of Selecting Samples

There were 6487 Govt. High and Higher Secondary Schools in the Punjab (School Education Department, Govt. of the Punjab). These schools were spread over in 36 districts of the Punjab. It was not easy for the researcher to approach all the target population. Therefore, multi stage random sampling technique was used to obtain the representative sample for this study. In the first stage the researcher got the list of these schools from the official website of School Education Department Punjab.

In the second stage all the 36 districts were selected for the purpose of representative sampling. The district wise lists of Govt. High and Higher Secondary Schools (Male, Female & Urban and Rural) were also obtained from the official website of the department. Sixteen (16) schools were randomly selected from each district for the equal representation of Male, Female & Urban and Rural as

Selection of Schools from all over the Punjab

Male			Female			Total	District	Total
Urban	Rural	Total	Urban	Rural	Total			
04	04	08	04	04	08	16	36	576

In the third stage all the head teachers of these schools were selected as the sample of this study. 1152 secondary school teachers and 1728 students were selected by using the convenient sampling technique. (See Table No IX)

Instruments of the Study

Three questionnaires on five point rating scales were developed for the Head Teachers, Teachers and Students. The questionnaire of the Head Teacher comprised 45 statements covering all the variables of this study. Similarly, the questionnaire of the Teacher was consisted of 45 items covering the same variables while the questionnaire of the students consisted of 40 statements locating the same factors. A test comprising 20 Multiple Choice Questions (MCQs) with twenty marks was also developed out of the basic political knowledge in order to check the level of political awareness among the students. According to the nature of the statements of the questionnaires, the best type of Likert scale (Likert, 1932) was selected as under:

SA = Strongly Agree, A = Agree, NO = No Opinion, DA = Disagree, SDA = Strongly Disagree

The weightage of these scales were given as under in the table:

Table No. V
Weightage of Statements

Statements	SA	A	NO	DA	SDA
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Validity and Reliability of the Instruments

The reliability of instruments matters very important in research and enhances the quality of work. The validity is the basic and very important idea for selecting a tool in research (Fraenkel & Wallen, 2000). Validity has four main types; content, criterion, predictive and construct. The content validity is very important along with the face validity and content validity is usually determined by the expert opinion. (Gay, 2000)

The first version of the questionnaires was developed keeping in the view the dependent and independent variables of this study. In the second version, the items were mixed and devised in the form of plain questionnaires. These plane questionnaires were devised for the purpose of pilot testing. With the directions of supervisor a committee was devised to check the validity of the questionnaires. This committee consisted of these experts:

1.   Head of the Department Peace and Conflict Studies, National Defense University, Islamabad

2.   Head of the Department of Politics and International Relations, International Islamic University, Islamabad

3.   Chairperson Department of Sociology Bahauddin Zakariya University, Multan

4.   Assistant Professor Department of Politics and International Relations International Islamic University, Islamabad

Keeping in the view, the suggestions given by the validation committee, some items were deleted, some were added and some were rephrased. To make certain the reliability of the tool (likert scale), pilot testing in the District Muzaffar Garh was conducted to check the reliability of these questionnaires. Cronbach alpha known as Coefficient Alpha of reliability was used by applying SPSS 20.0.0.1. Alpha

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Coefficient value should be above 0.90 (Gay, 2000). The item having poor relations with the total score should be eliminated from the tools/ questionnaires. (Gronlund, 2005).

The questionnaires of the head teachers, teachers and students were consisted of 45, 45 and 40 statements respectively. The questionnaires were administered to the ten (10) Head Teachers, twenty (20) Secondary School Teachers and thirty (30) Students in the ten schools (five male and five female schools) for pilot testing in November, 2013.

The consistency of the results from a test is usually defined as reliability. Four methods are common in practice to determine the reliability; test-retest reliability, split half reliability, inter-rater reliability and parallel form reliability. In Likert Type scales, the suitable statistics to evaluate the split half reliability is the Cronbach's Alpha commonly known as Coefficient Alpha (Nunally, 1994) & (Warrn Brod, 2001). The Alpha Coefficient for each factor/variable was determined separately. The reliability of the questionnaire of the Head Teacher was estimated and Cronbach Alpha value was found 0.78. The items SP3, SC6, SC7, SC9, SE11, SE13 and HE4 were deleted due to poor level. After the exclusion of these statements, the Alpha value raised to 0.9. The best value of Alpha to estimate the reliability of questionnaires as per the thumb rule is > 0.9 = Excellent, > 0.8 = Good, > 0.7 = Acceptable, > 0.6 = Questionable, > 0.5 = Poor and less than 0.5 is unacceptable. (George & Mallery, 2003) DeVellis considered that the best value of Alpha must be 0.8 to 0.9. (DeVellis, 1991)

The same procedure was adopted to calculate the value of Alpha Coefficient in the questionnaire of the teachers that was found less than 0.9. On deleting the items SP2, SC5, SC7, SC8, SE11, SE13 and HE3, its value rose up to 0.9. The final version

of this questionnaire was consisted of 38 statements. Similarly, the Alpha value was calculated in the tool of students and was found less than 0.8. After the omission of items SC8, SC9, SE10, SE13 and HE4, its value jumped up to 0.9 and the final version comprised 35 statements with excellent Alpha Coefficient. A test with 20 (MCQs) was administered to thirty students. The discriminatory, facility index was used to delete the difficult and easy items from the test. After the deletion of such items, the remaining items had facility and discriminatory indexes values between 0.5 and 0.7. The split half reliability of the test was also found by applying spearman Brown Prophecy Formula which was found 0.85. The final version of the questionnaire of the students was also developed into Urdu language to facilitate the students to understand the questions easily.

After the pilot testing three questionnaires were got checked by the experts of validation committee to examine the face and content validity. This committee showed satisfaction on the face and content validity of these questionnaires. The language of these tools were also got checked by the language experts available in the Department of English, Government College University Faisalabad.

After omitting the poor statements from the questionnaire of the Head Teacher the Cronbach's Alpha values on different variables is given as under:

Table No. VI
Cronbach's Alpha on the Questionnaire of the
Head Teacher Variable Wise after Pilot Testing

Variables	No of Statements	Cronbach's Alpha
Significance of Education of Politics	03	.955
School Curriculum	18	.965
School Environment	06	.941
Home Environment	03	.842
Total Value	**30**	**.925**

* Alpha Value was calculated by using SPSS 20.0.0.1

After pilot testing, the value of Alpha Coefficient for the teachers' questionnaire on different factors is given as:

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Table No. VII
Cronbach Alpha on the Questionnaire of the
Teacher Factor Wise after Pilot Testing

Variables	No of Statements	Cronbach's Alpha
Significance of Education of Politics	03	.962
School Curriculum	18	.969
School Environment	06	.937
Home Environment	03	.908
Total Value	**30**	**.944**

* Alpha Value was calculated by using SPSS 20.0.0.1

After pilot testing, the Alpha value of the questionnaire of the Students on different factors is given as under:

Table No. VIII
Cronbach's Alpha on the Questionnaire of the
Students after Pilot Testing

Variables	No of Statements	Cronbach's Alpha
School Curriculum	18	.964
School Environment	06	.912
Home Environment	03	.939
Total Value	**27**	**.938**

* Alpha Value was calculated by using SPSS 20.0.0.1

Administration of Tools

The final versions of the tools of Head Teachers, Teachers and the students were administered in December, 2013. The researcher started visiting the schools. It was very difficult to visit all the schools personally. The researcher took the help of friends from different districts and trained them how to administer these tools. The researcher also contacted District Education Officers (SE) offices of some of the districts to get the desired data. In some schools the questionnaires were sent through Pakistan Post with return envelopes getting the addresses from the census form of the schools at www.schools.punjab.gop.pk The researcher distributed 576 questionnaires to the Head Teachers, 1152 questionnaires to the Teachers and 1728 questionnaires to the students in 576 schools which are shown in the table below:

Table No. IX
Distribution of Questionnaires

Category	Male			Female			Districts	Total
	Urban	Rural	Total	Urban	Rural	Total		
Head Teachers	4	4	8	4	4	8	36	576
Teachers	8	8	16	8	8	16	36	1152
Students	12	12	24	12	12	24	36	1728

The sample size of Head Teachers calculated by Cochran's Sample Size Formula was 364 but to avoid from the less returned rate on behalf of respondents (desired sample of study) the researcher distributed 576 questionnaires to the Head Teachers in all 36 districts, 16 schools from each district as shown in the above table. Similarly, 385 Secondary School Teachers were selected as sample of study by using the formula. 1152 questionnaires were sent to the Secondary School Teachers of 576 schools. In the same way the sample of Students calculated by the formula was 385 but 1728 questionnaires were distributed among the Students.

It took about nine months in collecting data from the desired sample of the study. The return rate of the questionnaire is shown in a table given below:

Table No. X
Return Rate of the Questionnaires of Head Teachers

Category	Distributed	Returned
Head Teachers	576	414

Table No X depicts that the return rate of the distributed questionnaires was 72 % (showing 414 respondents/Head Teachers) which is greater than the minimum sample size 364 calculated by Cochran Formula.

Table No. XI
Return Rate of the Questionnaires of Teachers

Category	Distributed	Returned
Teachers	1152	828

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Table No XI depicts that the return rate of the distributed questionnaires was 72 % (showing 828 respondents/Teachers) which is greater than the minimum sample size 385 calculated by Cochran Formula.

Table No. XII
Return Rate of the Questionnaires of Students

Category	Distributed	Returned
Students	1728	1242

Table No XII depicts that the return rate of the distributed questionnaires was 72 % (showing 1242 respondents/students) which is greater than the minimum sample size 385 calculated by Cochran Formula.

Data Analysis

The questionnaires of the desired sample were analyzed by two different ways. Firstly, the analysis of each statement of the questionnaires was made by computing mean score. Secondly, the questionnaires wise analysis of the respondents was made in order to find out the arithmetic mean and standard deviation of the desired sample to find out the status of political awareness among the students at secondary level.

In the statement wise analysis, the minimum Political Awareness Point (PAP) was fixed "3". The statements having less than "3" mean score were considered poor in having the political awareness in the students. Whereas in the questionnaire wise analysis the score of each individual was calculated and arranged in descending order to calculate the arithmetic mean and standard deviation.

The third factor school environment (SE) included in the last portion of the questionnaires of the study sample consisted of 14 items altogether (six on five point rating scale and eight on simple checklist form i.e. in "Yes", "NO". The analysis of the check list portion was made by using simple statistics like percentage.

Application of the Test of Significance

In the questionnaire wise analysis of the respondents, the following formulae were applied to determine political awareness among students. (Sharma, 2010):

Mean Score Formula

$$Mean\ Score = \frac{F_{SA} \times 5 + F_A \times 4 + F_{NO} \times 3 + F_{DA} \times 2 + F_{SDA} \times 1}{N}$$

$$Mean\ Score = \frac{SA \times 5 + A \times 4 + NO \times 3 + DA \times 2 + SDA \times 1}{N}$$

Where F_{SA} is the frequency of the respondents who were strongly agreed to the statement, F_A is the frequency of the respondents who agreed to the statement, F_{NO} is the frequency of the respondents who had no opinion regarding statement, F_{DA} is the frequency of the respondents who were disagreed to the statement, F_{SDA} is the frequency of the respondents who were strongly disagreed to the statement and N stands for the total number of respondents.

- The order will be-reversed for negative statements.

- For each statement, the fixed political awareness point (PAP)/norm score was 3, so the mean score less than 3.00 showed the disagreement or disapproval to the statement.

- The mean score more than 3.00 indicates agreement or acceptance to the statement.

Arithmetic Mean Formula

$$A.M = M.P + \frac{\Sigma f x'}{N} \times i$$

Where

A.M = *Arithmetic mean*

i = *class interval*

Σfx^{i} = *Score obtained by teachers in questionnaire, weighted by their frequencies.*

N = *Total Number of respondents*

M.P = *Mid – Point*

Standard Deviation Formula

$$SD = i \times \sqrt{\frac{\Sigma fx'^{2}}{N} - (\frac{\Sigma fx'}{N})^{2}}$$

Where

SD = *Standard deviation*

Σfx = *Sum of deviations weighted by their frequencies*

N = *Total Number of Respondents*

i = *Class Interval*

Z-Test Formula

$$Z = \frac{M_1 - M_2}{\sqrt{\dfrac{(SD_1^2)}{N_1} + \dfrac{(SD_2^2)}{N_2}}}$$

Where

Z   =   *Critical Ratio*

M_1 =   *Arithmetic Mean of scores obtained by sample one*
                     $\left(M_1 \text{ was different in different groups}\right)$

M_2 =   *Arithmetic means of scores obtained by sample two.*
                     $\left(M_2 \text{ was different in different groups}\right)$

N_1 =   *Number of respondents in sample one* $\left(\text{Different in different group}\right)$

N_2 =   *Number of respondents in sample two* $\left(\text{different in different group}\right)$

SD_1 =   *Standard deviation for sample one* $\left(\text{Different in different groups}\right)$

SD_2 =   *Standard deviation for sample two.* $\left(\text{Different in different groups}\right)$

Chi Squire Test Formula

$$Chi\,Square = \frac{N\left(AD - BC\right)^2}{\left(A+B\right)\left(C+D\right)\left(A+C\right)\left(B+D\right)}$$

$$Degree\ of\ freedom = \left(C-1\right)\left(R-1\right)$$

$$df = \left(2-1\right)\left(2-1\right) = 1$$

Table Value $\left(TV\right)$ *at* 0.05 *degree of freedom is* = 3.841

ANOVA Test Formula

To find out the relationship between more than two groups and to compute the

value of ANOVA (Best & Kahn, 2005) following procedure was adopted.

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$$V_b = \quad V_t - V_w$$

$$F = \quad \frac{V_b}{V_t}$$

$$F = \quad \frac{MS_b}{MS_w}$$

$$SS_t = \quad \sum X^2 - \frac{\left(\sum X\right)^2}{N}$$

$$SS_b = \quad \frac{\left(\sum X_1\right)^2}{n_1} + \frac{\left(\sum X_2\right)^2}{n_2} + \ldots\ldots - \frac{\left(\sum X\right)^2}{N}$$

$$SS_w = \quad \sum X_1^2 - \frac{\left(\sum X_1\right)^2}{n_1} + \sum X_2^2 - \frac{\left(\sum X_2\right)^2}{n_2} \ldots\ldots + \sum X_i^2 - \frac{\left(\sum X_i\right)^2}{n_i}$$

$$SS_w = \quad SS_t - SS_b$$

$$F = \quad \frac{MS_b}{MS_w} = \frac{SS_b / df_b}{SS_w / df_w}$$

SS_b = $\quad$ *Sum of Squares Between Groups*

SS_t = $\quad$ *Total Sum of Square*

SS_w = $\quad$ *Sum of Squares within Groups*

MS_b = $\quad$ *Mean Square between Groups*

MS_w = $\quad$ *Mean Square within Groups*

df_b = $\quad$ *Degree of freedom between groups which is computed as:* $(K-1)$,
$\quad$ *Where K means the total number of groups.* $(3-1) = 2$

df_w = $\quad$ *Degree of freedom within groups that is calculated as:* $N_1 + N_2 + \ldots\ldots - K$.
$\quad$ *N shows the sample sizes of three groups, in our study*
$\quad$ $(414 + 828 + 1242) - K = 2484 - 3 = 2481$

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CHAPTER NO-02

POLITICAL SOCIALIZATION AND POLITICAL AWARENESS

Feiman-Nemser, (1983) has summarized;

> "Human beings have survived because of their deeply
> ingrained habits of correcting one another, telling each other
> what they know, pointing out the moral, and supplying the
> answer. These tendencies have been acquired over the
> centuries and are lived out in families and classrooms. Thus,
> children not only learn what they are told by parents and
> teachers, they also learn to be teachers."

2.1   Political Socialization

The oldest approach is Functionalist Approach which defined as "to relate what they observe to what they regard as important elements in a wider social context" in addition it is characterized by providing consensus, social integration explanations of social order, solidarity, satisfaction of need , and the status quo linkage. The Interpretative Approach to Socialization referred as to discuss the ontological aspects of the society; in fact it deals the sociological aspects of the subjected society.   Burrell and Morgan had given the meanings like nominal, ant positivist, voluntarism and ideographic. (Burrell and Morgan, 1979) The Critical Approach to Socialization as defined by Weiler "It is important to acknowledge the intended role of schools as apparatuses of social reproduction and sites of cultural reproduction at a high level of theoretical abstraction; we need to keep in mind the relationship of schools to the wider society and to recognize the realities of class and gender [and race] relationships in terms of power and control. But at the same time,

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the acts of resistance, negotiation, and contestation of individuals in the production of meaning and culture must also be recognized." (Weiler, 1988)

Political socialization is defined as the process which reflects the formation process of political culture within the society from transition phase to consolidate the democratic process. Political process has a proper political mechanism which will discuss the functions of the political socialization, formation of the political values and generation of political culture within the given society. The word has two approaches to deal political socialization in the context of formation and structure. It has been observed that within the closed system the political socialization is below average where as in the open political system the said process is in ease and smooth. In the communist regimes and the authoritarian regimes the process of political socialization is not flourishing deliberately because the institutions are not allowed to debate. On the other hand, where the institutions are matured, it is possible just because of the democratic process which linked with the political institution, categorically defined the role of the political socialization agents to shape the behavior of the individual within the given society. It is a known fact that political socialization is ongoing process throughout the life because man learns on each stage and experiences with the complexities of within the existing political system. Adaption is the outcome of political socialization. In colonial system, once ruled over the world has captured the political system of the colonial state. Even then after getting the independence still they have the same system with different orientation but the objectives are same as they were in colonial period. By socialization referred to the open communication system in terms of transformation of ideas regarding political, social and cultural values of the society. Wide spread information encourage the political socialization process. It has been observed that political structure pattern

has specific direction which perform functions within society and further indicate those ways could be help out to change the behavior of a political culture of the said society. Sustain and change is the process of political socialization. Now to discuss the socialization agents which have constant influencing role to articulate the public opinion and further to performance of the institutions. Lortie has defined the concept teachers' socialization in terms of the trainee observation. (Hooghe, 2004)

2.1.1 Agents of Political Socialization

Gabriel Almond has defined the agents as following; (Almond, 1956)

- The family and the School System

- Neighborhood and community

- The Work Place and Peer Groups

- The Church/ Mosque

- The Formal Organizations and The informal Organization

- Mass Media

It is indicated that family has everlasting influence over the political attitude of the individual. Jennings and Niemi concluded that the political socialization starts from domestic environment. According to the statements of Jennings and Niemi: "We believe that children do acquire a minimal set of basic commitments to the political system and a realization of political membership, [BUT] these comprise extremely broad foundations for later growth and permutations. Upon the generous confines of these foundations arise widely diverse value structures. Consequently, parental dispositions are often a feeble guide as to what twelfth graders' precise global perspectives will be within the larger parameters." (Jennings and Niemi, 1974)

From the Greek point of view, the citizenship has different understanding. According to Greek point of view, the person, holding property and involving in

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public affairs and decision making, having of right to vote should be treated as citizen of state. Aristotle said that no matter to be a good ruler or to be ruled. Neither good ruling nor submission is treated on the same pattern. In fact, it is only the good citizen, having of knowledge and capability must be understanding of ruler and ruled. It is the reason that the Virtue is linked with citizenship. (Prochaska, 2002) It will not be exaggerated in saying that an informed citizen is more capable to the society because he has experienced with the society. (Branson and Schechter, 2009) It is the civic education which has developed the confidence of the individual over the political system and the political structure of a state. (Marshall, 2009)

It has been pointed out that individual would enjoy the political and legal status as a social role. Only male members are entitled as citizens and female members were not given the status of citizenship. In the same letter of spirit, only educated and property owner class were given the political and legal status. After a long struggle, the women were given the political and legal status. Demands to cast the vote were adopted and finally the slave and the women were given the political and social, including legal recognition. Marshall, (2009) has identified three groups of rights e.g. civil rights, political rights and social rights. Marshall given importance to civil rights, meant as right of individual to freedom of speech, freedom of own property and freedom to valid contracts. It is directly connected to exercise the political power, based on political authority and be an electorate of legislative body. The reforms have leaned on the 22nd Article of the Constitution 1973, which codifies the rights of religious minorities in education: "No person attending any educational institution shall be required to receive religious instruction, or take part in any religious ceremony, or attend religious worship, if such instruction, ceremony or worship relates to a religion other than his own." (Constitution of Pakistan, n.d.)

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Participation and cooperation within public affairs should be made possible to lead the citizenship role in main political stream line. Education has been defined as "Citizenship education seeks to develop knowledge, skills and attitudes and values which enable students to participate as active and informed citizens in our democratic society within an international context." (Standing Council on School Education and Early Childhood, 2012) Second though on the same issue as "Education is concerned with both the personal development of students and the political and social development of society at the local, national and international levels. On a personal level, education is about integration into society. It is about overcoming structural barriers to equality; challenging racism and sexism in institutions. On a political and social level, it is about creating a social order that will help provide security without the need for repression." (Osler and Starkey, 1996) The political leaders, however, chose democracy. Jinnah, the founder of Pakistan addressing members of the Constituent Assembly on August 11, 1947 said: "We are starting with the fundamental principle that we are all citizens and equal citizens of one state. Now I think we should keep that in front of us as our ideal and you would find in due course of time Hindus would cease to be Hindus and Muslims would cease to be Muslims, not in the religious sense, because that is the personal faith of each individual, but in the political sense as citizens of the state." (Afzal, 1976)

Education means that knowledge and skills given to the individuals to shape their attitudes and behaviors for playing a role as to be informed and effective participant citizens within democratic states to strengthen the nation building process. Education is associated with development of the student to understand the societal matters at local level, national and international levels. At personal level, education is treated as integration of society. The structural infrastructure of the society is entirely

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addressed in detailed manner. The individuals are treated on equal basis irrespective of racial and langue ethnic level. On political front, education referred to access the political participation level within decision making process. At social level means, education referred to discuss the social order situation of society in detailed manner. Social order is given importance because it would provide security to individual from suppression and repression. This conceptional understanding introduced various themes and dimensions of education. Overall impression, education, viewed as civics education, human rights education, peace education, and integration based education, cultural education and finally global education.

1. Subjected to geography, geo-political, geo-cultural and geo-social values.

2. Subjected to religious, political, social and cultural education values.

3. Subjected to understand the objective of citizens education as matter of understanding to actualize the national unity.

4. Subjected to promote civics education in teaching and learning in schools.

5. Subjected to focus on democratic trends promotion in national life of a citizen.

Citizenship education has been explained through various approaches e.g. values, explicit and values-neutral, and the minimal and maximal approaches. (Clarke, 1994)

2.1.2   Political Socialization and School as an Agent

The preparation of the civics citizen is the basic objective of the education. It is treated as the mission of the school. It is related with the general knowledge and further to discuss how the new generation is given the democratic knowledge and how they are institutionally trained. Either the school environment or the school faculty is promoting the democratic trends within the new generation. Where the civic education exists within the institutions and where the students are to understand the

basic parameters of the democratic values, it is the vital understanding to grip over the civic commitments. In particular how much the class room environment is influencing the students to be democratic? It is important to grip over the class environment to educate the students in the democratic way. Traditionally, it was the basic objective of the school to develop sustains democratic society, characterized as rational concern to democratic aims within society. Recently a research has been concluded with the findings that how much the govt. high schools were responsible to rationalize the students to learn the democratic practices. It has been briefed in the said research that in 1960s and 1970s the Government Secondary School has played an influential role to determine the political process within the society. It means that the democratic development is linked with the schooling environment. Another study proved that social studies as subject has effective role to promote the civic engagement and the democratic culture within society. (Galston, 2001) The experts of the American Political Science Association (APSA) recently found, "Citizens participate in public affairs less frequently, with less knowledge, and enthusiasm, in fewer venues, and less equitably than is healthy for a vibrant democratic polity." (Macedo, et al. 2005) What school has role to actualize the strength the educational dimension towards democratic structure of the society. It is argued by Niemi and Junn, (1998) that some educational practices are required to improve the level of the students to grip over the political knowledge, essential for the democratic society. Michael Delli Carpini & Scott Keeter proved that the political knowledge become the cause of increasing the participation of not only the quality of education but also the quantity of education within society. Further on the same issue, a research was made by the International Association for the Evaluation of Educational Achievement's (IEA) which covered the civic education study of 14 year olds within 28 countries proved that those

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students who have political knowledge, they have better political awareness and have better knowledge to understand the institutionalization process, required to strengthen the democratic trends within the society. (Torney, 2002) The findings of the said research proved a wide range of the political commitments of the young people towards the political system of the given society. The findings reflected prior commitment of high quality commitment with the democratization of the society and the political awareness of the future generation in better way. It has been pointed out those factors which contribute to influence the society on democratic norms and values. First striking question, how it will be happened. It is argued that within school, the class environment is essential to be addressed. It is the vital responsibility of the teachers and the administrator to keep in-tact with the student's to provide an open classroom atmosphere, commitment in learning of the democratic values and culture, and to educate them how the civic commitments and capacities are learnt by the students at this stage. In fact, the teachers should try to ensure them on the civic identity and the civic engagement towards the institutionalization process. Yates and Younis, (1998) had conceptualized the factors that could push up the development of a civic society. Three kinds of opportunities have been identified. They are as following opportunities for "Agency and Industry", for Social Awareness, and Political-Moral developments and understandings. Their study showed the commitment of the political awareness opportunities through the curriculum addressing the social problems. Social Relatedness referred as students who responded to the need of society and Political-Moral Understanding refereed as those students who linked to what is with how things should be. (Younis, and Yates, 1997) It is argued that school has psychological impacts over the students. The support of the School for the students in academic and political development has been also

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researched by the various researchers. It is examined that the students have experienced sense of belonging or membership within their school community. It is referred as the emotional and the psychological support to academic learning, and democratic values. The school environment has been viewed as an institution to the goals of the political learning and the performance of the institutions. In the said research, the dropout ratio of the students from the school and its impacts over the society in terms of the civic engagement has also been discussed. Extra-curricular activities in High school students' participation has been linked with the civic and political engagement. (McFarland, & Thomas, 2006) It is believed that the Youth Organizations Societies have major role to promote the political and the social awareness within the people. These societies are referred as to socialize the future generation to pursue social attachment with political and social learning. (Younis & Yates, 1997)

Among all these agents, one of the most important indicators is school system, stands for the formation of the individual in the context of the political culture and the political attitude, led to the cause of the shaping the political map of the society. It is argued that the school is playing influential role in shaping the behavior of the individual, in fact they are treated as to set the rules of the institutional process within the given society. During the British regime in the Sub-Continent the said government approached to introduce the specific educational policies and the institutions, directly to establish the pattern of the obedience of the society. Schools are often used to produce a specific class of the individual, suit to its ruling class. It is said that the importance of the school is related with the social development and the cultural development within the society. It is essential to understand the relationship between the school and the individual growth. It will not be exaggeration in saying that the

relationship of school linked with the political socialization and to provide education to an individual to learn life skills to become an active citizen.

2.2 Political Awareness

The scholars' defined political awareness in the context of the public awareness regarding about their social, political and constitutional rights and duties. It is argued that the political awareness is required for strengthening the society in the terms of the institutional making process. The basic knowledge regarding the political issues is required to process the political socialization of the society. The foundation of the instructions of the states is directly linked with the politically aware and the informed society. It is pertinent to mention here that without the awareness of the public regarding the political socialization, the public opinion cannot be shaped. For the healthy political system, the informed society is required, aware of the political culture, social values and the constitutional parameters of the individuals in the context of the fundamental rights. The modern political system is needed to be understood, linked with the subjected society.

Political awareness encompasses political concepts and issues to the students' personal lives and then extends their understandings to similar issues in the wider world. The students learn the basic concepts related to political knowledge at home, at school and in the wider community. In exploring issues pertinent to their experience, and in so doing beginning to understand how they can influence change, students start to appreciate the purpose of the government. Through the activities students also develop effective communication skills and see how they can serve as productive and thoughtful capitals.

The activities which flourish the basic political knowledge and awareness are exercised by the different organizations for the better democratic nation. A sample of such activities are given as under

- Basic political knowledge and understanding about democracy, democratic system,

- leader and leadership qualities,

- socialization and political socialization

- The electoral system and the importance of voting

- The key characteristics of parliamentary and other forms of government

The above mentioned activities can be best exercised by the educational institutions, at homes, print and electronic media and by the political figures present at local and national level. The status and role of educational institutions as regard to their crucial role in up bringing the young ones of nation is of much more important as compared to the agents like home, media and political figures in developing the required political knowledge and awareness. Generally, the students spend much of their times in schools despite to attend the other agents of socialization.

2.2.1   Role of School in Political Awareness

Today, modern democracy is facing serious challenges, directly related with the internal and external complexities. In Europe, the question was how to sustain stable democracy and how to convert the authoritarian regimes into the democratic regimes are the landmark questions before the policy makers. Finally, they did efforts to consolidate the democratic behavior within the society through political awareness. Democracy has challenges like diversified cultural values and norms, linked with the political traditions and the political environment. What so ever the issues dealing with

the political process in Europe, the theme line is that the European policy makers focused on the institutional making process through the educational channel, the educational institutions. The objective was to develop the informed citizen so that the democratic behavior, concerned to the responsibilities and the duties, are the timeline development within the political orientation of the European society. It is acknowledged that the young European is required to learn the values of the democratic citizens. The Europeans are engaged to discuss the experiences of the democratic citizens to prepare them for the future role of the individuals within the institutions like parliament and political parties. In this way, they would be in the position to learn the political ideologies and the sciatica interests to train for the representative democracy, normally the young are ignored. They focused on the educational policies and the formation of the curriculum, how to develop the civic engagement culture within the individuals and how to educate them politically. In fact, all these efforts are done to politically civilize the individuals. It has been observed that the young people are not aware of the political education and the political systems, even then they do not have the exact information about the casting of vote and the political issues and the election process, because majority of them do not have the political affiliation with the political parties. (Print & Lange, 2012)

It is the school where the civic education is given at the elementary and the secondary level. The school has influential and the effective role within the European and the American society. According to their opinions, the issue is to address the roots of the democracy. The efforts are made to invoke the democratic attitudes within the school environment through the educational curriculum. It is school environment and the course contents which can promote the democratic vision within the future generation. The open-society is generated in Europe to consolidate the indifferences

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of the opinions. It is observed that within the open societies the social equality is developed to frame the stable political culture and further to promote the liberal society. The democratic society and the development of the institutions are interlinked and have constant learning process. These societies will strengthen the citizen to avoid intolerance and violence. Within theses societies the institutional challenges for the democratic institutions are addressed. Now the political education is a global concerned issue because the future generation has no experience with the political affairs. For meeting these challenges the government is interested to consolidate the democratic culture through educational institutions. In this regard a serious commitment is required to generate civic society with the help of curriculum formation. It has been keenly observed that only a single school subject is not responsible to promote civic education but the issue is that the education policy makers need to address all the subjects as source of democratic inspiration. The school subjects are linked with school life but here is the important issue that the subject should cover the issues of the community and they should address the democratic action of the society. In Europe within school the students are taught the democratic learning experience since last twenty years through democratic actions and democratic studies. The efforts are done to apply the practical knowledge of democracy over the school children through the course curriculum. It is the responsibility of the school curriculum to carry on democratic learning and experiences. In Germany the policy maker established the German Association for Democratic Education Institution just to promote the competency level of the students to deal democracy through the course content. They are taught how the responsibilities and further executed. (Beutel, 2012) In the University of Jena (Germany) since last twenty two years German school award has been given to those

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who are meeting the required criteria, for winning the competition for citizenship. Likewise since last six years a contest is arranged by Robert Bosch foundation where the education experts are invited to promote the democratic education through dialogues. In Germany it has been observed a culture of political awareness is developed at elementary school level through developing democratic behavior within the class room by introducing the practical orientation of political activities within the course content. The school students are given the democratic values like tolerance, understanding the ways how to deal with the conflict and finally how to create accountability and transparency within the system. In Europe the secondary schools students are given the knowledge regarding the political experiences and the civic education, relevant to the concerned political system of the given society. The secondary school system is expected to introduce different techniques of learning like co-curricular activities and project formation. In Germany three type school systems for political awareness through the course curriculum are introduced. At the first level the project Group (PG) in introduced for students and teachers. At this stage the student is committed with democratic learning and political awareness. In the Second phase the democratic actions are introduced for the students to understand the political studies at the quality level. At the next level the course contents are symbolized for the reconstruction of the society on democratic lines. It has been observed that within three type school system the efforts are done to promote the political education through students and teachers by introducing the action and learning program. It is viewed that the question and answers on the both sides will be asked and will be answered. It is acknowledged in Europe that democracy is linked with the school education generally and secondary school level particularly.

It is considered that school should perform a crucial activity to develop an inform citizen in terms of the democratic polity. (Galston, 2001) In America, the schools have played major role to develop a democratic citizen. From Thomas Jefferson to Horace Mann have focused on the development of a public school system because it is the nursery to produce informed citizen, still the same is following in American schools. Today, the same opinion has been presented by various research scholars that school is the central unit to deliver civic society. (Ajzen, 2001) The school system is responsible for promoting good citizen, democratic behavior, and responsible citizen. It develops a sense of commitment to introduce political awareness within society without the political engagement theoretically; it could not be possible to introduce civics citizenship within society. In fact, school is engaged to generate active citizens, who has better understanding electorate system, democratization process, political participation and politically be engaged person. In fact school's role is not treated as effective instrument to link with the political awareness. The school's role is undermined and treated as less effective in this sense. It is the tragedy that the relationship between the school and the political awareness has not been understood in detailed manner. The scholars did efforts to link between the education and the political development but the policy makers failed to bridge both. It has been observed that few scholars did scholarly efforts to introduce a relationship of political awareness and the political engagement with the schools, curriculum, national education policies and the student's mental inclination towards the existing political system. Because of this factor, little understanding is developed among the schools, children toward the institutionalization process. Now the importance should be given to the schools which can play effective role in shaping the individual behavior. It is important for the policy makers to identify those factors

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which can link school to democratic values and the political behavior. The school can literate student as if they are provided the civic knowledge, the political history of the given society and governmental affairs of the state. Structure of the government will be the core theme of the school system. Beside this the governmental affairs meant as to involve the students on the local, national and international politics to make ensure what the students are thinking and what the government has options before the policy making. It is to be discussed how the students should be introduce political awareness and further understanding the performance of the institution. In order to achieve this objective, the political literacy program should be designed in which the students able to perform practically.

2.2.2 School Environment

The schools are source of learning and inspiration to take the innovating things. Within the school training the students are informed about their role, duties and rights. It is the school environment where the students are engaged with experiences for understanding the societical norms. In diversified societies where culture has pluralist approach, the school will enjoy and active and effective contribution to develop democratic society. Within the class environment the students are given the discussions just to promote their educational abilities and to prepare them for accepting the things in the valued manner. The social interaction among the students within class are the source of creating the chances to avail the opportunities regarding their civic rights.

Political education, reflected as an important school development for being effective society where democratic equality is not question mark. It is concluded that the student achievement are linked with skills and they are accountable for the system. Now the question is educational equity, treated as level of participation at individual

level and collective level. Through the school the societies are developed in the political frame work to integrate the cultured development at the early possible stage. In last twenty years in Middle East and Eastern Europe the school environment and school curriculum are properly observed in the context of the promotion of the democratic behavior. It is observed that in Middle East and Eastern Europe, no doubt the efforts are done but the required results are not received whereas the same strategy has brought positive result in Denmark and Holland. Even then Hungary is willing to opt the political educational environment in which the future generation is prepared to participate in voting and institution making process. (Audigier, 2000) It is a known fact that democracy is a political system linked with freedom and responsibilities. In addition within the open societies the school is actualized an effort for the development of democracy. It will not be exaggerated in saying that democracy has compromised strategy which has to act differently.

Citizenship education, a concept since Plato and Aristotle has remained the focused point of education. (Audigier, 2000) Osler and Starkey have pointed out growth of the Citizenship a slow process since last past many years. They stated that in justice and in equality have deeply affected the political engagement of the individual within the cold war period. Citizenship education has two categories. In the first one, the good Citizenship education is taught. In the second category the citizenship education is practiced. In this category the students are introduced political culture and political resources, how to utilize them. It has been observed that in the first category the role of school is important and active but the most important factor is curriculum which has absolute frame work to analyze the entire political education given to the students. Within the curriculum frame work the Citizenship education is introduced according to the demand of the society. (Audigier, 2000)

In Greek and Roman era the Citizenship education is considered as the right of the citizen to show involvement within the state's affairs. Only those people who have education and proper have citizen rights ship. Now in modern world the concept has been changed and today citizenship education is defined as freedom of speech, freedom of thought and freedom of property. It is categorically defined in the context of social and political structure. Now the citizen has demand of the rights under the law of equality. The political authority of the state has to exercise its power to link the political rights of the individuals with the state institution. The welfare state concept is not new and right to education is the paramount feature of welfare state which could not be possible through a proper mechanism of educational institution. The subjected governments are engaged to implement the educational policies with the defined curriculum strategy. The curriculum has an effective dimension in which the development stages of the society are framed.

Four different categories for citizenship have been identified by Kadioglu, (2008);

- Citizenship Education as nationality

- Citizenship Education as identity

- Citizenship education as scope of rights

- Citizenship Education as scope of duties and responsibilities

Marshall has identified citizenship education as following; (Kaya, 2006)

- Citizenship Education as scope of civil right

- Citizenship Education as scope of political right

- Citizenship Education as scope social rights

Beiner has explained three standards of citizenship education. (Osler & Starkey, 2006)

- Liberal, referred as the importance of rights and freedom

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- Communitarian, referred to group solideration

- Civic republican, referred to political community as an institution

Birzea, (2000) (cited by Osler, A., & Starkey, H.) has given two dimensions of Citizenship education;

- First one is as role and status

- Second one is as equality of rights

Osler and Starkey have identified three dimensions of citizenship education; (Osler & Starkey, 2006).

- Citizenship referred as status

- Citizenship referred as feeling

- Citizenship education referred as practice

It is a known reality that citizen is required to exercise his duties and rights and he should play a role of active citizen ship. European Commission defined active Citizenships feeling of democratic values within the society by the individual and feeling the sense of commitment with the state. The European commission has focused three steps of Citizenship education; (European Commission, 2006).

- To identify the relationship between individual and community

- To identify democratic values

- To show the involvement within the democratic system

Hopkins has defined citizen education ship as; (Hopkins, 2006)

- Citizenship education referred to participation

- Citizenship education referred to community

- Citizenship education referred to political awareness

- Citizenship education referred to mutual respect

- Citizenship education referred to non violence

- Citizenship education referred to human rights

- Citizenship education referred to democracy

- Citizenship education referred to social change

- Citizenship education referred to loyalty and commitment to nation-state

- Citizenship education referred to participation and engagement to political life

National Council for the Social Studies (NCSS) defined the word citizen in the context of political education as the one who has knowledge of his political system required for him to assume the political system and he who has effective role within the political system of his own country. The said institution identified the characteristics of politically in formed citizen; (NCSS, 2001)

- To accept responsibility

- To have knowledge of people

- To have knowledge of history and tradition

- To have knowledge of civic institutions

- To have participation in political process

- To have awareness of issues and events at local, national and international level

- To seek information regarding the political system of the state

- To develop the opinion about the issues

- To shape the ideas regarding the problems

- To ask questions and to deliver answers

- To evaluate information

- To play role in decision making

- To have ability with group socialization

- To quest for learning democratic changes

It is stated by Naval, Print and Veldhuis that democratic Citizenship education aimed to develop the ability of the student for a rational participation within the political, social and economic matters of states as being the responsible of the given society. (Naval et al, 2002)

Birzea has defined the democratic Citizenship education as ongoing process. It is referred as a continuous activity to shape the adults as being responsible citizen who has political awareness regarding about their rights and duties. In addition he identified few points required for democratic Citizenship as following; (Birzea, 2000)

- Empowerment

- Civic participation

- To share responsibility

Giroux has introduced five points required for educational institution to make students being responsible civic members within the given society as following; (Veugelers, 2007)

- Active participation

- Critical thinking

- Develop an auto biography

- Develop learning process

- To know ideological forces of the society

It is argued that Citizenship education is focused in the school education through a curriculum frame work. It is stated that successful Citizenship education could not be possible without a Citizenship based educational curriculum at school level. It is a social understanding that Citizenship education, offered by school has

two aspects. According to the first step it is the formal curriculums which can promoter Citizenship education. At the second step it is the hidden curriculum, referred as school and class environment which can promote Citizenship education. McCowan has explained the effects of school curriculum to diagnose the impact of education over the students' .They are as following; (McCowan, 2009)

- Curriculum has explanation

- Curriculum has investigation

- Curriculum has simulation

They are briefed as; (McCowan, 2009)

- Curriculum has explanation, referred as the involvement of the teachers through text about the political institution and the national issues.

- Curriculum has investigation, referred as the ability of the students to research the political knowledge through text books and discussions. The students are here given the ideas to modify their thinking.

- Curriculum has simulation, referred as participation of the students within the class environment by performing political activities such as elections and parliament

Berman (1997) found "A closed classroom climate is one where teachers use authoritarian classroom strategies, maintain singular control of the classroom and curriculum, and either avoid controversial topics or present limited perspectives on these conflicts. In his extensive review of the political socialization literature, he found that open classroom climates promoted democratic values, enhanced efficacy, and encouraged participation while closed climates promoted authoritarian values and had a negative impact on efficacy and participation. Leming has given the impression

that found the same pattern in his review of the impact of contemporary issues curricula. He notes that 'curricula that involved peer interaction, most often through group discussion and activities where students were actively involved in the collective exploration of attitudes and values in an open and democratic atmosphere, were found to be consistently effective in producing attitudinal change."

The over-crowded classrooms have demised the learning capacity of the individual students. The Defective Curriculum should be treated as another major source to damage the educational structure of the society. In Pakistan the efforts have been made in accordance with the ideological, moral and cultural context. It is needed to be quoted the research experience of a school teacher. According to his point of view that as a student, he was inspired by those teachers who were delivering knowledge and experiences of life and those who were just cramming and text book reading, neither in memory as ideal teacher. In the same manner, the national development matters like science, technology, engineering, agriculture, and medicines have also been addressed. The educational infrastructure has also been discussed in detail but little bit efforts came true. In rural areas the majority of the students did not enjoy the structural and physical appearance of the school building. These factors played vital role in increasing illiteracy.

It had been observed that development budget for social sector education is not healthy. The social sciences are not given importance at secondary and higher secondary level. Data from various sources had been gathered to actualize the strength of the educational set up and further to view the scope in social sciences subject. The state education meant the civics education has been analyzed. It has been calculated that Pakistani society is facing overall poor system not only in policy framework but also in curriculum design. (Afzal, 2003) Things, pointed out:

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- Intellectual capability of the teacher is low.

- Curriculum is defective.

- Medium of instruction is dual.

- Examination system is poor

- Class environment is not better.

No doubt, Pakistan has shown standard growth in enrolment process in education after independence but still the situation is not better. Manifold challenges are ahead on the path of the development of the education generally and especially in political education. On various occasions, the government promised to see every child in school-enrolment mood. Further it was decided that not only the quality but also infrastructural weakness/issues would be addressed properly. Teachers are the main component of the any educational system. System of education totally depends upon the teachers' behavior within school and across the school. Now question is how well they teach, this thing depends upon.

- Qualification level of teacher

- Experience of the teacher.

- Training program of the teacher.

- Aptitude level of the teacher.

- Motivation level of the teacher.

- Environment and management structure.

Schwille et al hypothesized those student characteristics like gender, family influence, institution quality, management policies, and syllabus matters always acted as influential role. Student learning, student motivation and self-esteem, enrolment rate, examination success and failure rate and finally enrolment rate continuously. Points have been viewed following: To increase enrolment in

institutions and to produce quality education within time. (Schwill & Esimont, 1991) & (Memon, 2007)

It is argued that students learn Citizenship education not only within the class room environment but also the school environment. The school environment has two dimensions. The first one is called school structure and second one is the faculty relations. It is the faculty relations at the horizontal and vertical level which can source of learning and inspiration for the people. The teacher- student relation with in the class room and outside the class room is important, required to be discussed in the light of school culture. It depends upon faculty relationship how they involve themselves within the school activities like assemblies, debates, discussions and participatory level.

Print identified three main sources which have great extent influence over the school students regarding about the learning of politics and knowledge of democracy. They are as following. (Print et al, 2002)

- The family, referred as modeling and discussion

- Media, referred as television program and news paper

- School, referred ass learning of experiences to generate skills and values

According to Ahmet Doğanay, a student is expected after completing own formal school education, should have following features; (Doğanay, 1997)

- To understand the principles of the institutions of democracy

- To understand the political, social, cultural, and economic rights and responsibilities of a citizen

- To understand the political decision making processes at all level as local, national, and international.

- To understand differences of the opinions in terms of cultural, racial, gender, and religious affairs.

- To understand the working relationship of voluntary groups including civil society

- To understand the media role in personal, social and political life

- To have political awareness on public and community issues.

- To have the participation from social to political level.

- To approach the participation in the society

- To have democratic values and attitudes concerned to, social responsibility, tolerance and respect for differences and human rights.

- To have the acceptance of the rule of the law, believing in democracy and peace

- To have the ability to access the information for evaluating critically, and make sure in the decision making process through dialogue.

- To perform a democratic resistance politically like, protesting and voting.

Olivia defined curriculum in following words; a program, under the supervision of the school to have experiences of the society. It is the curriculum which covers intramural and extramural activities performed by the students within the school. It is always in written form, clearly defined and having of various plans for the students to explore their personalities for the development of the society. (Oliva, 1992)

Tyler has four questions regarding curriculum; (Tyler, 1949)

- What school has to attain?

- What school has to educational experiences?

- How school activities are organized?

- How school purpose is achieved?

2.2.3   School Curriculum

Curriculum has been referred as a breath of the education system. Its scope is broad and it has diversified objectives to integrate the society in all aspects of life. It is the curriculum which has the answer how to develop the students from the perspective of political awareness and political education. It has principles, concepts and ideas. It covers the knowledge and attitude of the students to generate democratic politics.

Curriculum has three dimensions. First dimension is called knowledge. Knowledge referred as to cover the social, cultural, political and economic participation of the students in future for the society. Second dimension is referred as attitudes and values. The third dimension is referred as skills within the students. Now it is required by the policy makers before designing the curriculum to keep in mind that what sort of education is required to make the students politically aware and democratically sound. Besides this it is the responsibility of the curriculum makers to determine the dimension of the knowledge, required for citizenship education. Finally the curriculum makers has to take the broad vision of the subjects, taught to the students within the school, in the context of social, cultural and political aspects . Three major points in the political citizenship curriculum are needed to be addresses. (Cox et al, 2005)

- To focused on introducing the role of the political institution in each subject of curriculum

- To educate the secondary school students in terms of expansion of their knowledge regarding the political history of the given society

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- To focus on the shaping of the behavior and the attitudes of the students in the context of democratic relationship

McCowan has explained the inside and outside school factors in the context of the citizenship education in the following words,

"Explanation involves teachers, either orally or through texts, transmitting knowledge to students about political institutions, current affairs and so forth. Investigation involves the students researching issues themselves, extending their knowledge of topic of interest and developing information gathering skills. Discussion extends this by allowing discussion and debate to develop, in which students can state their views and modify them in the light of those of others. Lastly, by simulation schools can stage context for participation, such as election, trials and parliament, in which the procedures are as close to reality as possible, but with no real effect." (McCowan, 2009)

Democracy, as a form of politics, cannot work in the smooth way, and can be developed through a strong politically committed civic society. These features are as following; (Putnam, 2000)

- To develop the educational environment in the context of the political and the economic knowledge.

- To change the internal environment of the schools so that the class room will behave democratically.

- To grow the educational environment for the expansion of the political awareness among the students as like to be the educational planning of the developed societies.

- To remove the sub-standard knowledge through the educational institutions regarding about the cultural, religious, and political affairs of the state.

- To avoid the conflicts, directly and indirectly linked with the religious and cultural issues;

Efforts have been made to make analysis of curriculum in detail to identify how it should be designed in the context of the Civic Engagement? How its main contents should be addressed. More recently the individual political and legal rights have been accepted along with the idea of the cultural rights. Now, the political rights, legal rights and cultural rights are the attached features of the individual civic education. These rights are important to be mature citizenship to enhance the role of the individual within states political affairs. Provision of the reciprocal responsibilities is given to the constitutional legitimacy to the individual rights of the civic education. Individual has to play legal and political roles, synthesized formation of the rights and responsibilities. Respecting of the rights of others are the essential features as following:

- Rights and responsibility to others.

- Active political engagement.

- To regulate laws for the nation building.

- To change laws in a peaceful methods to introduce new reforms.

- To join governmental and non-governmental organization collaboration for invests of the common man.

- Citizens must have knowledge, skills and effective participates in the political life of the state.

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- To prepare citizens to play effective role within the institution as the holder of citizenship status.

- Finally to address those features of national educational policies which could advance the 'scope' of the citizenship status?

2.2.4   Co-curricular Activities

It has been noted by the various researches that co-curricular activities are offered to the students to learn the political activities just to understand their role within national political life. In America the students are taught their political role through co-curricular activities like political debate and political dialogue. (Bedolla, n.d) The objective of this sort of activity is to promote political awareness among the students so that they could be in the position to learn political system through practical orientation. The students must be encouraged to participate in school governance. Through this activity the school students must be in the position to know the accountability and the transparency of the political system. After learning these activities, they would perform their role as responsible as well as accountable citizens for the state. Now the question is for the research scholar how they can contribute.

Politics and education cannot be considered as separate identities, both are essential and both are inter-linked with each other. The education is the source to develop the awareness about the aspects of the life. In addition, it is categorically defined that the educational institutions are linked with the political awareness and the political learning's of the systems of the given society. The political education is required for the future generation to learn the political history and the traditional values of the given society. The students are shared with the political history through the formal and the informal educational methods. The curriculum is designed to promote the democratic behavior among the students so that they would be in the

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position to democratize the given society. Democratic education stands for the tolerance, effective participation, to improve the ethical ability, and finally to promote the sense of taking the responsibility and to understand the civic rights. The political awareness is an on-going process at every level but as far as the school education is concerned especially the Secondary School Level, essential for the promotion of the political knowledge. Learning of Democracy through the educational institutions is ever lasting subject to the democratic approach towards the institutionalization process in the given society. It is the understood phenomenon that the political socialization through the curriculum, designed by the educational experts and the policy makers are the reflection of the civic engagement of the students within the society. It is the civic education which able to the students to know their role in the political process and the decision making process of the state. Within the school environment, the teachers are responsible to grow the democratic attitudes among the students through the extra-curricular activities. The school has influential role to develop the democratic competency among the students. It is the environment of the school, provides the democratic culture, increasing the interests and the participation level of the students, essential for the survival of the sound political culture. The researcher did efforts to draw the status of the political learning among the students through the Content Analysis and further identified the course contents how much they have the effective role within the educational institutions to promote the political awareness.

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CHAPTER NO-03

POLITICAL AWARENESS IN PERSPECTIVE OF FIVE YEAR PLANS AND EDUCATIONAL POLICIES IN PAKISTAN

"Education inherently serves both public and private interests. It addresses public interests by preparing the young to assume adult roles that promote civic responsibility, embrace a common set of economic and political values, and share a common language. Education serves private interests in promoting individual development, understanding, and productivity that contribute to adult productivity and wellbeing." (Levin, 2001)

In 1947, Quaid-i-Azam Muhammad Ali Jinnah said that education is the root cause of eliminating the social evils of any nation. Education will introduce the character building within nation which leads the national solidarity and national integration. Nation character building means highest sense of honor, integrity, selfless services to the nation. It means that nation would bring responsibility and the qualified people would address all segments of society. (Afzal, 1976) Education will bring economic prosperity and political stability within state. The educated nation will be the honor of Pakistan. Since independence, various educational committees have been established or designed to frame national curriculum to base educational standards but these efforts have been failed to produce the required results and finally that change did not come which was expecting. It has been observed that educational degree awarded institutions in Pakistan have lost credibility with the passage of time. The efforts are made to retain the lost credibility and recognition.

Since, independence, education is a thoroughly problematic area as whole. The quality and the quantity of the education had been remained question mark. The

governments had to face contradiction on both sides. One has been viewed as the contradiction between socio-political paradigm and secondly the revival of a distorted society throughout the educational system. Social and political norm are texted by the education. The society is trained by the education to understand the capabilities and capacities in detail. After realizing the basic values of the education, the society needs to be more competent to absorb the social and political attitude of the state. It has been observed that the political role is important in determining the creditability of the educational institution. The political ideology of the state will be a reflection in the educational policies. In decision making process regarding educational policies the political leadership role played always determined role. In educational policies, the language, identity, ideology, sub-nationalize and religious thinking play dominant role. In the beginning phase of independence, the objective resolution was dominant and still reflection of Magna Carter for the constitutional matters. Same treated in different mood when Mr. Ayub Khan taken responsibility, he introduced secular interpretation in educational policies. Same way the next political leadership Zulfiqar Ali Bhutto, Zia-ul-Haq and others introduced their political orientations in their respective eras. It has been observed that successive political governments played influencing role in educational policies. In Zia era, the Islamization was the paramount feature of state's policies. In education field, Zia-ul-Haq focused on Jihadi orientation based education. General Zia-ul-Haq, who stated: "The highest priority would be given to the revision of the curricula with a view to reorganizing the entire content around Islamic thought and giving education an ideological orientation so that Islamic ideology permeates the thinking of the younger generation and helps them with the necessary conviction and ability to refashion society according to Islamic tenets." The religious Madaris had been opened. Likewise the educational standard of

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religious Madaris was acknowledged officially. The Afghan Jihad factor and regional political environment influenced the sciatica values. It had been observed that ideology of Pakistan and Jihad were the focused points of the Pakistan's educational policies. In Musharraf era, the situation was abruptly changed when due to 9/11 event, the Islamabad government had to face challenges from the religious factor. President Musharraf introduced enlighten mediation in educational policy. Instead of the Jihadi system of educational values, the government has given importance to the moderate interpretation of educational values. In fact, he focused on the philosophical and scientific based treatment to education. His government attempted to introduce the secular teaching and to due to moderate values of educational values. In this era, the religious set up of the education was monitored and further proposed to be updated as per the requirement of the changing challenging environment. The course outline of the religious Madaris was updated and they had been given the proper educational set up to be more accommodative rather than the religious-cum-Jihadi orthodox dogmatic. The focused on the briefing papers of the First Educational Conference Papers in 1947 which viewed education as to be modern, scientific and as according to suitable education system to keep the values of the culture and identity.

It has been focused that the actual teachings of Islamic values must be inducted and promoted, essence for the education policies. The educational institutions and society should be addressed in the light of the moderated educated values of Islam. Agenda of the Islamization was started when a graduate level the Islamyat subject was going to be treated as compulsory subject through 'Statutory Regulations'. (Ahmad, 2010) University Act was amended and further it had to be regularized. Besides this, the various disciplines likes Islamic features of construction, Islamic law and theoretical framework of Islamic state were introduced and debated

within institutions. In this matter the educationists focused on establishing the paradigm of theory and practice in coordinated with religious values. The efforts had been made to capitalize the political orientation of educational policies in accordance with the religious orientation. The Islamic Banking System was introduced and the Islamic provision of the constitution was accommodated in visualize the Islamic values. The scientific and empirical knowledge were treated in matter of appropriate way. It was said that religious help, out to provide moral guidance to the educationists. In broad sense, the matter focused on visualizing the educational policies as matter of fact. Islamization of the educational policies were to be observed in two different ways e.g. the demand of the society and secondly the demands of the state. In the era of Zia-ul-Haq, the specific oriented policies were formulated which strengthened the parameters of the Madaris education. In Musharraf era, the focus was on the secular and moderate educational values. In Zia era the need was to recruit the Mujahideen and to face. On the other hand, in Musharraf era, the government was interested to get rid of the dogmatic teaching of Islam. To rooted so called rigid teaching of Islamic. The scientific interpretation of Islamic teaching was highlighted. In IT, English Language and Sciences, the Madaris system of education was introduced. The Madaris had been given the directions to follow the moderate courses to facilitate the students at maximum level. It has been observed that only Islamic Arabic teachings were included in course outline but later on the instructions were given to the Madaris to approach the advanced teaching procedures and methodologies. The computer based educational system was introduced to facilitate the educational set up. The teachers of the Madaris Institutions were advised to moderate themselves to learn new knowledge in the fields of science and technology. It is the brutal reality that still education is not the actualized priority of the

government in Pakistan. In fact the basic contradiction between the socio-political cultures is visible in framing the educational policies. It has been observed that the education policies required basic understanding of the socio-cultural values on the one side and the relevancy of the disciplines with the other subjects.

3.1   First Educational Conference 1947

The independence brought new challenges and opportunities in various fields of Pakistan's national life. Pakistani society has multifarious problems like communal conflict, language riots, political and cultural imbalances between the two wings. To deal such challenges, the government needs to draw long term objective oriented national development policies. One is to re-frame the colonial educational system in link up with history, culture and modern conditions. The development of the society on education front was focused. In keeping these parameters, the world experience has been shared. The task of the educational system was as following:

i)   To build a modern democratic state.

ii)   To educate citizens in body, mind and character.

iii)   To live good life and to improve the lives of the others.

To flame these tasks, the guideline is the Islamic principles, promotion of peace, prosperity and welfare of the human being. In fact through education, the universal brotherhood, social democracy and social justice have been focused. All these attribute will bring democratic values and tolerance within society. The education means to self-help and to self-sacrifice. Education minister, Mr. Fazlur Rehman explained that aim of the education in a democratic society must be holistic. Training for citizenship is associated with socio-political learning. He said that a person who has possession of vote has authority constitutionally to end corruption and political instability. Education system must focus the fundamental concept of

democracy, liberty with external vigilance, civic virtues like discipline and participation. All these would contribute integrity and unselfish public integration. It has been viewed that irrespective of any label like religious, cultural, lingual, and provincial, citizen must be educated. Education conference addressed following:

i.   Without labeling educational system.

ii.   To prepare citizens with knowledge

iii.   To generate a democratic society

Ayub Khan Martial Law government constituted a commission "Sharif Commission Report" to develop a National Education System. The Sharif Commission identified two limitations, needed to be addressed, issue of national unity in context of non-cooperative behavior of the individual, to introduce technological advancement within educational framework. For the period 1951-57, a six years educational plan was introduced in 1951 Educational Conference. It was deliberated effort to meet the requirements of educational fields in pragmatic way.

3.2   First Five Year Plan 1955-60

In December 1957, the government announced first five year plan 1955-60. It stated like this that universal primary education is essential element to implement educational program. Primary education is required to discharge democratic and civic responsibility and further to provide equal opportunities for cultural and economic advancement. Primary education is compulsory because it would provide leadership in all walks of life. In addition, it will strengthen the agriculture and industrial growth. The five years education plan introduced compulsory education plan for all, especially for women/girls who are treated vital portion of population. Universal free education plan had been introduced but the proper action plans had not been given. It was planned that approximately 4000 (Four Thousand) schools should be established.

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Already only 15602 schools are functional. It was decided that under village-AID program, additional schools must be established. Trained Primary Education may be increased which will strengthen and rose. This program would facilitate about 600,000/ one million children, from 43% to 49%. This act was done to increase the enrolment of the students at maximum level in the schools. The enrolment was projected from 43% to 49%. Apart from quantity of education, the said plan also focused the quality of education. It focused on teaching training curriculum development and provision of teacher' aid program. In this plan, the foundation was laid down to enhance primary education. Confined treatment was given to the compulsory education advancement training and learning activities. It was observed that the plan given due attention to the sound organizational framework, school management committees and the District Advisory Boards. Elected members of the District Advisory Board/Members were entitled to be responsible for construction of schools building, to provide consultation to the school management officers in process of teacher's school program regarding learning materials and management procedure.

For next 15 years, compulsory educational universal enrolment was made. It addressed 'curriculum reform program to develop basic skills in reading, writing and arithmetic standard. It was planned to develop the civic attitude to promote patriotism. Religious education was made compulsory and teaching would be in national language. It was also recommended that the school infrastructure should be improved to intact with the local community and its needs requirements. It meant that quality and quantity of education, both in form, had been addressed. It had been observed that to eradicate illiteracy different strategies had been made. (GOP, 1951)

i.   School children would literate their parents.

ii.   Usage of adult teachers to teach illiterate adults.

iii.   To teach each by each strategy was followed.

iv.   Fixation of literacy target was not addressed.

3.3   Second Five Year Plan 1960-65

The official offset plan for next five years plan had been made to in-cooperate the previous recommendations. It said that the prime task of state should be to generate character building within nation through laid down the foundations of faith, unity and discipline. The educational system should promote 'informed' leadership, responsible citizenship, and trained manpower. These objectives can be achieved through advancement of education. In modern world, progress without education could not be possible. If education is not given to the community, how the civic values of the individuals could be addressed. Illiterate society will remain indulged itself within customs, traditions and outdated thinking. Nation needs new learning and new skills. Breakthrough in human backwardness could be possible only through innovative education. Through profound educational system, the social and political objectives could be achieved at large canvas. In general evaluation plan, it had been observed that whatever targets were framed, failed to access them. Disappointment was observed throughout in approaching its assessment. Quality of education was remained at question mark. Primary school enrolment did not exceed at targeted level. No increase was registered in the student school enrolment ratio. It was further observed that instead of 4000 schools only 2400 primary schools had been opened. The enrolment school ratio was low. Approximately one million students to be registered but only 440,000 students had been school enrolled. The increasing tendency was not good. Rs. 990(M) had been allocated for the Second Plan within capacity of total 5-years social sector outlay. It was projected that to raise proportion tendency of school children education, 6-11 age group was attending school to ratio of

42.3% to 50% in 1965. It was said that 15,200 new primary schools should be established. The efforts had been made to increase primary school enrolment in West Pakistan to 1.2 million, from 36% to 56%. To improve the curriculum content, the teachers' training program should be advanced with consideration. Attention was given to the female education. It was said that of 4.7 (M) children are attending primary schools. Only among them is 1.1 Million 'female'/girl education. It was clearly objective that the girls' education would be given special importance or greater opportunities. It had been projected that separate school for females would be designed where its need to be. The construction of female educational school would be in terms of proportion, assigned to a specific ratio. (GOP, 1951)

3.4   Third Five Year Plan 1965-70

Total lay out of the subjected Five Year Education Plan was 5.1% and Rs. 2652 (M) had been allocated. The theme, given through educational plan was to treat education as national investment and a major source to economic development. The objectives are as following: (Khwja, 2000)

- To have objective of the spiritual and cultural heritage growth through education.

- To promote individual capacities and character through education.

- To make space for the youth to participate in national program/activities.

- To make sound development in the fields of science and technology to promote economic and social development.

- To raise the quality standard education for maximum level facilitation.

The said educational program had been evaluated on the basis of these points:

- Conscious efforts had been made to understand the core-relations with the economic development.

- Considered to be suitable rational educational plan to harmonize the social and the political aspects of the state.

- Approximately two million children had been enrolled in under Primary Institution, against fixed target, which was 1.2 million.

- Primary school education enrollment, extended to 45% to 70% in the 1970 era.

- To the end of the plan, approximately 42500 new schools had been proposed in West Pakistan.

- Finally the plan focused on teachers training program, teachers' salaries and the physical infrastructure of the schools. (Khwja, 2000)

3.5   New Educational Policy 1969-70

Again in 1970, the state government fully showed commitment with the objective of universal elementary education while briefing educational policy the situation in terms of previous matters brought into notice. It was said that the previous successive governments planned to introduce compulsory, universal and free education policies to treat as target for 1980. It is a lamenting situation that the subjected target was not successfully achieved and now Pakistan has to face the highest literacy rate in this world. The next 1970 education policy was briefed. It said that education and training are critical importance to each other. Education and training must be treated as input to political and economic growth. In the absence of the human development, the economic development of the state would remain unfulfilled. In keeping this view, the idea of universal literate and productive society could not be achieved. State demands the educationally trained human capital, which

could cover all spheres of national activity. The 1970 education policy aimed at free and universal enrolment up to class V by 1980, generally and the girls' education was deeply focused specially. It stated that more than 90% people among illiterate are belonging to rural class. It further chalked out plan to cover 5 (million) adults and school leaven up to 1975. For this attaining, the following important measures, needed to be addressed. (GOP, 1965)

- To provide work-oriented basic education to all government and non-government employees.

- To establish national educational corps. It was planned to tackle the Indian military intervention activities in East Pakistan.

It has been observed that at the collapse of Pakistan in 1971, the country status was as followed.

- Literacy rate was approximately 21.7%.

- Among 21.7% overall literacy rate, the rural literacy rate was 14.3% and the Urban literacy rate was 41.5%.

- Male literacy rate was 30.2% and female literacy rate was 11.6%.

- Rural female literacy rate was almost 4.7%

3.6   Education Policy 1972-1980

This policy focused on one point to eradicate the illiteracy rate at minimum level with all possible efforts. Instead of giving philosophical orientation to educational program, the focused was to cover the raising illiteracy rate. For this purpose, the government focused on universal literacy program and Adult Education Program. It was planned that the easy possible access should be made for the public to avail the educational facilities. Besides this, it was focused to arrange maximum possible arrangements to provide the educational facilities to the women.

Furthermore, it was stated that the physical and mentally disabled/retarded and handicapped children must be accessed to the educational activities. The policy declared that education would be free and universal for up to class X for all children. There would be no determination throughout educational programs and activities. The private sector schools would be financially supposed due to losing of fees. It was planned that by 1979, the class V education would be universal for the boys. In the case of the female education, it was subjected to be universal till 1987. Following features of education policy where as: (GOP, 1979)

- For primary classes, 61,000 additional class-rooms should be constructed.

- Approximately 150,000 teachers should be trained and additional 75,000 teachers would be recruited to facilitate students through National Literacy Corps.

- 40 million adult illiterate had been found in the country and massive educational programs had been launched to educate them.

- Throughout country from village to city and from office to factory, the massive educational activities would be started to literate common man. So that they would be able to participate in national development.

- Eleven (11) million people were targeted to be literate through establishing 276,000 education centers. It has been misfortune that in between the government was toppled down and the new military government swept over previous policies. New military government had introduced new priorities. The next five year education plan was introduced after one year.

3.7 Education Plan in 1978

The next five year fifth education plan 1978 lamented the previous failures in context of persistent expanding illiteracy throughout the country. It was argued that illiteracy is the main obstacle in economic and political growth. Pakistan has to face high literacy rate, approximately 78% population. The new military government re-defined education policy parameters and given ordering features to treat Primary education as tops most national priorities. It was stated that a comprehensive education policy should be adopted to address critical issues, like to reduce drop-out student ratio, to improve quality of teaching and to have better supervision for administering educational affairs. It was decided to take important steps to be taken, as following: (GOP, 1978)

- 33% of the development expenditure should be reserved for the primary education.

- Proposed to expand per-capita expenditure on education from Rs. 43 (1997-78) to Rs. 88 (1982-83).

- Proposed to layout education plan of total GNP from 2% to 3.1% in 1982-83.

- Proposed to reduce drop out student ratio from 50% to 40%.

- Proposed to prioritize on education field. The female education should be placed at top priority.

- Proposed to establish physical infrastructure for male and female schools. It was focused that the female institutions may lead to be the most priority.

The plan further explained its features are short-comings as following: (GOP, 1978)

- 17,166 existing schools would be renovated and expanded.

- Further, 12641 new schools would be opened. The new opened schools would be equipped with the trained teaches.

- Not only the physical infrastructure but also the furniture equipments would be given to the new opening schools which meant better education environment to the student.

- New schools would be opened after observing needs of the locality. Feasibility reports would be able to meet the requirements of the schools. It was ensured that the schools would be easy accessed on physical basis.

- Mohalla mosques would be used to provide educational facilities in those areas where the existing schools are not located at proper places.

- Double shift program will be started in urban schools to facilitate those children who did not get admission in morning shift.

- It was proposed that 30694 female teachers would be required to teach female students. Likely, 45054 male teachers would be required in male classes.

- It was proposed that to cover the non-availability of the female/male teachers, the proper home facilities would be constructed. The teachers would be given proper residence. For this purpose, the government would construct approximately 5800 units.

3.8   National Educational Plan 1979

The 1979 Education Plan presented launching Five Year Plan with change targets. All schools (Male-Female). The policy addressed the acknowledgement of proper institutionalization process in education. It was focused that the greater educational development would be strengthened and the plan to access would be

patronized. It was complete away from alien models and things were approached on ground realities. The policy attempted to approach minimum acceptable functional literary level. It followed fundamental education for the young without any discrimination. The education policy was revealing around the productivity of the society. For this purpose, efforts had been made at national level. It pointed out that it is state's fault that approximately 2/3 of girls had been deprived of the primary education. It is a lamenting situation for future generation. It featured the enrolment status in provinces, as following 32% in Balochistan, 52% in NWFP (Now Khyber-Pakhtoon-Khawa) 59% in Sindh and 56% in Punjab. Among female students enrolment in rural areas is respectively as following, 10% in Balochistan, 14% in NWFP, 16% in Sindh and 29% in Punjab. It was decided that the drop-out ratio students must be stopped on immediate basis. In this way, 50% enrolment in male and female students would be increased. The 1979 education policy introduced two aspects. First, National Aims of Education consists of Nine (09) points. Second is to approach 'implementation strategy'. The implementation program was as following: (GOP, 1979)

- Achieve universal primary school enrolment in class-I by 1978 and by 1982.

- Improvement in physical infrastructure of the existing schools.

- 13000 new schools had been opened.

- 5000 mosque-cum-schools had been established.

- 12000 existing schools had been equipped properly.

- At primary level, textbooks had been supplied.

- Almost all teaching staff was provided one kit.

- Large scale investment was arranged in primary education.

- School location planning process was approached.

- Survey was conducted to determine the needs of the existing primary schools. Repair and maintenance projects had been launched.

- 5000 mosque schools had been established for the boys. 5000 Mohalla schools for girls had been planned.

- 1000 village workshops schools had been opened to impart training to the teachers.

- The teacher would be trained on technical/vocational institutions. Vocational education is carpentry, masonry and agriculture fields.

In fact the focus was on the skilled education. Efforts had been made to approach the community in terms of the skilled education. It had been observed that the effective resources had been mobilized to meet the challenges. It was ensured that a strong commitment would be done to deliver the plan effectively and positively. The policy focused on adult education and it was pointed out that no serious efforts had been made to promotion of adult education program. Only the policies had been designed but the projected ideas had no actual reality. The program had proposed 10000 adult literacy centers. These centers would be funded/ sponsored by Ministry of Education / Pakistan Television Centers, Allama Iqbal Open university Centers, Social Welfare Centers and IRDP Markaz. The bachelors and master level programs would be introduced. From 24% to 35% in 1983, literary rate was approached. It was projected that in 2010, 100% literacy rate would be attained. It has been said that since 1947, the Pakistani society had seen only three decade education policies but the 1981 population census proved to be the status of illiteracy throughout. Since 1972, only 21.7 to 26.2% literacy rate was increased. Urban literacy rate was increased from 41.5% to 47.1% and rural literacy rate was 14.3% extended to 17.3%. Male literacy

rate was increased from 30.2% to 35.1% and female literacy rate was extended to 16.0% from 11.6%. It was viewed finally that female literacy rate was increased from 4.7% to 7.3%. (Bengali, 1999)

3.9   Literacy and Mass Education Commission 1981

In 1981, an institution, literacy and Mass Education Commission were established through Federal Government. Officially, has been notified to achieve main objectives the notification stated that Islam given importance to acquire knowledge. It is the responsibility of each Muslim to be educated and well-informed. It has been pointed out in-spite of clear message from Quran and Islamic teachings; the proper treatment has not been given to methods, possible to overcome the literacy affairs. Possible benefits from learning have not been acquired due to less importance to literacy programs. The objective behind the establishment of the said commission was to promote the national building through literacy program. The sufficient resources would be given to promote educational literacy program. The functions of the institution as following: (Bengali, 1999)

- For the promotion of educational literacy program formal and non-formal mass approaches should be followed.

- To cover the needs of the targeted population, the federal government would organize the recommendations over literacy program.

- For the proper eradication of illiteracy, the mass-media should be used. In 1989, National Education and Training Commission like institutions had been unbridled under literacy and Mass Education Commission. A budget of amounting Rs. 1.03 (M) was allocated. Total number of staff 17,000/ was proper recruited, with a budget of Rs. 160.94(M).

3.10   10-Point Program in 1983

The Chief Martial Law Administrator introduced 10-points agenda program, following as: (Hameed-ur-Rehman et al, 2013)

- For literacy and mass education, a national educational movement should be institutionalized. Various educational institutions would co-ordinate these programs.

- Only those students, who qualified all criteria for acquiring degree, would be entitled for pass-graduate/post-graduate programs.

- Responsibility of the institutions would be to do arrangements of their employees.

- Remission would be granted to those illiterate offenders who up-graded themselves on educational basis.

- Literate persons would avail arms licenses, and driving licenses, including other social benefits.

- Villages, wards, mohallas and down trodden areas would be given the financial incentives, in case of obtaining 100% literacy value.

- Trophies and shields would be given to those whose performance remained as outstanding in education at national level. Even then, through proper ceremony, Civil Awards and Pride of Performance would be introduced.

- To introduce of literary program into educational institutions would be funded through social education program, financially workable through budgeting.

- Denni Madaris would be responsible for delivering Quran education, addition to Quran Nazra.

- To promote general education, radio and TV would be used as major source.

3.11   Sixth Five Year Plan 1983-86

The Sixth Five Year Education Plan viewed as, education as most vital investment to promote socio-economic development. In case of neglecting the educational values, the future generation would be at stake. To achieve the political and economic benefits, the education is the pre-requisite idea of flourishing thoughts. Educated society is the main segment of the educational policy. Again, in this plan, the previous policies had been discussed in detail. The merits and demerits of the previous education brought out new direction for further policy making. It is stated that after thirty five years independence below 25% literacy rate has been observed. The half of the total targeted population is facing illiteracy throughout independence. Illiteracy is the chief indicator to break down the economic growth of any state. It has been lamented that despite of the higher investment in education, the targeted results did not meet. Worse participation rate has been observed, declined to 54% in 1977-78 to 48% in 1982-83. Female participation in education activities was extremely poor. The policies discussed in the female sectors were pointed out but their perfect orientation was not calculated. Government expenditure on education was on declining path. It was 1.8% in 1977-78, reduced at 1.5% in 1982-83. It has been commented that earnestness efforts have not been made to promote primary education and to eliminate those obstacles. It has been claimed that promotion of the primary education require of serious committed efforts. Various efforts have been made but policy execution had not been remained appropriate. It had been focused that the enrolment to the primary school is important. Gradually to be raised for next ten years to be approached as obligation. It was viewed that rate of the children in primary

education should be given importance. It was targeted that 48% in 1982-83 should be increased or extended to 75% in 1987-88. Next, more than 5 (million) children should be enrolled in primary education to formulate at maximum level. In this way, in next year, approximately 6.8% (million) children would be entitled in future enrolment. It was planned that neglected areas and sections would be focused. Besides this, the given sections would be arranged at maximum possible way. It was decided that illiterate population at massive level should be acquired of learning basic education. For this purpose, a literacy movement plan would be organized, to cover next 15(million) children/people. It was pointed out that concentration should be given to the rural areas. In this regard, amounting Rs. 7.8 (billion) would be financially allocated to the primary education, for launching literacy program. For literacy program, it had been pointed out that amounting Rs. 1.4 (billion) should be arranged. These programs would be launched to facilitate the illiterate young employed through different workshops and seminars. The main features of the program as following: (GOP, 1983)

- To accommodate classes I to III (new schools) by utilization of existing mosques.

- To open new schools through financial allocation.

- To introduce mixed enrolment in new or existing schools in classes I to III.

- To provide separate classes for females where mixed enrolment not possible.

- To appoint one 'Imam' and one 'trained teacher' in mosque-cum-educational institutions.

- To arrange the Imam and trained teacher for class IV and V in all schools.

- For primary education, separate implementation enforcement/educational agency would be arranged by federal and provincial governments.

After execution of sixth plan, 2 year "National Level Literacy Plan 1984-86" was formulated with the cost of Rs. 317 (million) to facilitate approximately 2.2 (million) people. It was stated that the literacy rate from 26.2% to 33% would be increased. In addition, approximately 25000 literacy centers would be opened to implement said program. The program would be assisted by the federal government and provincial literacy council. It was said that voluntary organizations would be encouraged to launch educational projects at maximum level. Following launched projects as: (GOP, 1985)

- Razakar Muslim Projects

- Mosque Projects

- NGO Literacy Corps Projects

- Azafi Literacy Centers

- Iqra Projects

- After-Noon School Projects

- Social Welfare Projects

- Literacy Village Projects

- Sipah-i-Idrees Projects

3.12 Evaluation of Iqra Pilot Project

The basic objective of the project was to literate people through direct relationship in-coordinate between the teacher and the students. At any time and place

would be arranged at their own choices. Rs.1000/- would be given 'financial incentive' to the teachers. A test to check the standard of the students would be conducted by LAMEC. In 1986-87, the said project was introduced, resulted at approximately 18882 illiterate to illiterate. To evaluate the performance of Iqra Pilot Project, a survey had been conducted. It was calculated that the basic objective of the project was to literate the people through direct (Teacher + student) relationship, in co-ordination of out any place or time (both willingness). The teachers were given the Rs. 1000/= an honorarium to new literate, who qualified the specific test, conducted by Literacy and Mass education Commission (LAMEC). This project approached the maximum strength of the illiterate people. (GOP, 1989)

- 10 % of illiterate obtained literacy.

- 1503 registration forms were checked out of 1653 forms.

- 365 cards were not checked.

- National identity cards of 122 persons could not be traced out.

- 27.48 % were to be found illiterate, and rest of remaining 72.52% was next found to be literate.

- In actual practice only 17% were the ratio of the new-literate because the program did not access the ground realities.

- Another source of information provided actual strength of the said literacy program. The district registration office stated that only 9.48% were treated a literate.

3.13 Nai Roshni School 1986-90

Nai-Roshni School (1986-90) replaced the Nationwide Literacy Program. The beaters, as pointed out the premium program did not show appropriate result although the government financially allocated Rs. 317.016 million during 1985 to 1998 years.

It in looking difficult to continue that program and no improvement were possible at this stage lyceums it did not address the issues properly. So this program would remain no longer Prime Minister of Pakistan had committed to the nation that literacy percentage would be extend to 50% . This program would cover vast area of society likely to be positive to achieve the standard results. Hopes flourished. LAMEC'S chairman said that the country would be on the path to take a thrashed flight to eradicate illiteracy. The program would address the cane issues to reduce the illiteracy at the maximum level. (GOP, 1986)

3.14 Seventh Five Year Plan 1988-93

It viewed that approximately 40% of the children did not enjoy the taste of education. In between group 5 to 9 years only 60% of the children received the basic education. Primary schools did not have proper physical infrastructure. Almost 29000 schools did not have own building. 16000 schools had no class rooms. The target, standard to One Teacher-One Room was not remained possible lecture the proper attention was not given. It was arrived that quality education could not be achieved in next few years. The plan 'Sixth plan' was reviewed in details. Point had been listed a followed! (GOP, 1988)

- Amounting Rs. 13.1 billion allocation.

- Approximately 40,000 new mosques- schools had to be opened.

- 15 million people had to be made literate.

- Only 17193 new mosques- schools had been opened.

- Enrolment clam I-V was increased by 2.6 million

- Participation of the people was increased to 53% to 64%.

- 0.8 Million illiterates were to be literate through non- farmed program.

It was acknowledged by the seventy plans that there was not substitution of forms education. It was expected from the program that literacy rate would be extended to 40% by 1992-93 and more than 80% at the end of the century. The state was framed to provide school-access, way in the age group of 5 to 9 years of old. Through this strategy, the society would be furnished. (GOP, 1988)

- Participation rate at law level.

- Drop- out rates are in the Vicinity of 50% /.

- Medium instruction holey was not followed/ implemented.

- System failed to produce 'In-Put' structure.

- Say- learning through text Books was at low level.

- Pakistan, having of the lowest literacy rate above 34%.

- 26.2% was national average accrediting to 1981 census.

- Only 1.75% in female education improvement.

Huge blockage of approximately 50 (million) could not be alienated further, it mattered to point. (GOP, 1988)

- To reshuffle the priorities, re-stage the polity.

- To revise the strategy.

- To re-examine the fabric of education.

- To arrange a series of educational conferences be arranged to point out the grove ideas of the education policies. So that the large number of the proposals an educational fields would be lined out.

- To frame basic principles of policy framework.

- Education committees (private) and Govt. Sponsored on education policies be on board with the policy makers.

- The policy process to be framed to arrange relative educational priorities.

- The creation and implementation of educational priorities.

- To draw inspiration in its effort to meet the challenge posed lay knowledge explosion.

- To identify the problems and solutions of educational curriculum/institutions.

3.15 Eight Five Year Plan 1993-98

In 1993, the Eight Five Years plan was produced. It viewed that education showed be treated as ingredient of development, a fundamental right to each individual. Almost 6 Years of the girls and 5 years of the boys of the age group 5 to 9 had not been registered in school at primary level. The adjust literacy rate when observed at 35% past performance over educational policies had been reviewed. It was argued that primary education must be at local point of all concerned policies/ plans. (GOP, 1993)

The primary education must be universalized on priority basis. Points had been mentioned like this!

- To improve curriculum features.

- To reform examination system.

- To embrace quality of education in general

Despite a lot of efforts, educational institutions remained failed in flourishing the ideas of the primary education. The derived objectives could not be achieved. In 2002, a team has been constituted to examine the social studies books in various moods, as following: To identify how the curriculum aims? Second is to frame the structure of the organization which working on National Curriculum. To analyze the

textbook, 'Grant and Selector' models have been used as increment. It consists of seven different categories, as following: People mentioned analysis, Language analysis, Illustration analysis, Storyline analysis, Chapter exercise analysis. Besides this the curriculum wing activities, the dire need of time was to concentrate on the infrastructure of the school wing. The following points have been observed; (GOP, 1993)

- Large number of the institutions lacked of proper infrastructure.

- Proper maintenance had not been given to educational infrastructure.

- Approximately 35000 primary schools did not have shelter.

- Institutions lacking of essential facilities such an latrines, potable water and teaching aids

- Standard of education was less satisfactory.

- Curriculum lacked of relevantly to the contents.

- Outmoded/ out-dated methodologies regarding medium of instructions and testing.

- Imbalances in context of quality of education were observed in Rural-Urban genders.

- Quite high Drop-out ratio and termination ratio had been observed.

- Failure rates increased.

In brief, the various education policies of Pakistan designed to conclude like following:

- Existing educational system has been designed to provide social, political and spiritual need of society.

- To ensure the ideology of Pakistan

- To promote national integration

- To make sure the welfare state concept

- To provide quality to all citizens of Pakistan

- To make citizens be responsible and global

- To ensure quality of education in government institutions.

- To improve the performance level of the educational institutions.

- To improve the educational management structure.

- To balance education with economy

- To eradicate illiteracy at maximum level

- To provide skillful education to the citizens, contribute to national economy.

- To make sure education planning program with maximum level participation.

- To formulate educational policies in accordance with the ground realities.

- To ensure the environment of the educational institutions contributed to economic growth.

- To organize educational development to minimize the disparities across the country.

From 1947 to onward, the educational policies have been drawn by the various political and military governments to introduce vision of national education. Apart from the official policies, various research papers have been written on the educational policies to highlight the impact finding results. These could be cause of understanding the failure and success of the educational policies. It is obvious that the official educational policies makers derived the basic outlines from these scholarly readings. No doubt the efforts have been made but still the state is confused on this

issue. The policies remained failed to produce the required results. The critics stated that in Pakistan the professional opinion has been ignored. The technical experts have not been given voice to address the technical expertise of the various disciplines. Various points have been pointed out as following;

- Stereotyped method of teaching has been followed.

- New methods of teaching have not been adopted.

- Maximum portion of education period is cramming not creative.

- Fundamental concepts and logical orientation have not been discussed.

- Faculty staff has not been trained on research oriented basis.

- Faculty staff is unaware to seek teaching techniques and modern methods of the teaching.

- Students are not helped to access libraries and to learn new invocative.

- Teachers do not have educational facilities and also do not have educational material.

- Teachers are adopting only 'Lecturer' method.

- Facing shortage of the professional teachers.

- Merit system has not been adopted in the teaching recruitment process.

- Gap between teachers and the students exists. Both are not on board on the social and economic issues.

Moreover, in Pakistan, the quantity has been focused whereas the quality has not been remained on board. Future generation has been deprived of education in rural areas. The curriculum has been designed but the ground realities and the future challenges have not been streamlined. The objectives are not clear headed and most of the time, philosophical interpretation has been maintained instead of the practical orientation. In fact, the curriculum has been remained failed in generating the interests

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within students towards the practical work and the practical orientation to lead the scientific treatment of knowledge. Each system survival depends upon the effective feedback and that could be possible if proper input-output system is drawn within the educational framework. It has been observed that the political and the bureaucratic influence have undermined the impacts of the educational policies, unnecessary intervention within the educational administrative and academic intense the structure of the educational culture. The transfers and postings have been remained circled through political and bureaucratic influences. The teachers are influenced and pressurized to do illegal affairs, mainly to disturb the merit policy. Within education infrastructure the violation of the merit has been remained question mark. In various regimes, educational policies have been drawn in the history of Pakistan to introduce the education vision. Time to time, the reforms have been introduced to deal the challenges on administrative, curriculum and disciplines matters. No doubt, the educational policies, drawn by the various civilian and military governments, have produced results but they failed on various matters to produce required results. In fact, the issue of implementation and inconsistency has remained question mark to produce the efficiency. The policies are drawn but not implemented and they have not been proper tackled. The decisions on educational matters are bounded to follow with force. The state stake holders and the non-state actors played influential role to alter the basic outline features of the education design regarding course outline and formation of the disciplines. In most of the cases the outer donor agencies play influential role to introduce their objective oriented programs. Pressure groups like ethnic and cultural related factors have dominant infrastructure became of having financial resources. In Pakistan, citizenship rights and responsibilities Pakistan and USAID Group funded many educational projects to improve citizenship education in

Pakistani school. For this purpose, the teachers and the administrators have been given training to educate citizenship education through the formation of supplementary curriculum materials.

The others are following: (Asia Report, 2014)

- A cadre of teachers to educate for political education.

- Formation of national citizenship in education program in Pakistan;

- To access the current status of political education in Pakistan.

- To make analysis the curriculum and text books.

- To review of teaching and learning methodologies to educate political education in Pakistan.

- To find out the potential areas where financial resources are used to raise political education in Pakistan.

After the critical review of all the educational plans and policies, it is observed that no proper attention was given on creating the political awareness in the students which shapes the destination of real democracy in the country. Many studies showed that approximately eighty per cent of the people are not aware of the political system/ electoral system in Pakistan. The determinants or indicators those are responsible in creating such awareness have also been paralyzed. Studies showed that most of the educational institutions in any province of Pakistan are not creating political awareness in their students. The teacher has become just limited to curriculum and curriculums do not have much more content in this connection. The political leadership seems totally indifferent and not serious in giving awareness about the real political system to their subject because all the five year plans and educational policies stand witnessed to this dilemma. The leadership keeps the subjects in darkness to get their own benefits just to reach the chairs of protocols. In the light of

above discussion, it is concluded that in order to make this deficiency, all the stakeholders like curriculum developers, teachers, and school administrators must pay due attention to develop political awareness among the young ones through different ways in order to better aware them politically.

After a thought provoking research, it will not be exaggerated in saying that no doubt the educational policies are framed but the implementation has not been observed. The educational policies have been remained failed to produce the expected results. In addition, it has been observed that the educational policies did not focus to integrate the society in the line of action to promote the political awareness. The policies have discussed the empirical analysis of the society whereas the Pakistan pluralistic society has various dimensions to be addressed within the educational framework. The policy makers ignored the sociological and political aspects of the society while designing the national education plan. They focused on the empirical understanding of the society in explicit mood whereas the educational policies are treated as the opening window of the subjected society. The various research studies showed that approximately 80 % people do not know the political system of Pakistan and the electorate system of Pakistan. It has been also pointed out in various researches that the role which needed to be played by the educational institutions still is the question mark. The educational institutions have poor contribution to promote the political awareness among the students. In addition, the teachers are not interested to integrate the students politically. Besides this, the national curriculum has no vision to promote the political awareness among the students. It has limited role for the students and has no link with the content of the society. It has become a serious concerned question of the researchers why the political leadership is not interested to focus on the educational policies in terms of the political awareness and the political

socialization within the society through the national educational curriculum. It has been observed that the political leadership has deliberately ignored the said important issue to maintain the status-quo within society. In the above context, the stakeholders like curriculum developers, teachers, and school administrators must be properly addressed. This strategy will access to political awareness among the young ones to mature them politically civilized.

Planning Commission & Ministry of Education, (1979). *National Education Policy and Implementation Programme 1979,* Islamabad: Government of Pakistan, pp. 8-9.

Planning Commission, (1993). *Eighth Five Year Plan: 1993-98,* Islamabad: Government of Pakistan.

Planning Commission, (1965). *Third Five Year Plan: 1965-70,* Islamabad: Government of Pakistan.

Planning Commission, (1978). *Fifth Five Year Plan: 1978-83,* Islamabad: Government of Pakistan.

Planning Commission, (1983). *Sixth Five Year Plan: 1983-88,* Islamabad: Government of Pakistan.

Planning Commission, (1989). *Seventh Five Year Plan: 1988-93,* Chapter 29, Islamabad: Government of Pakistan.

CHAPTER NO- 4

DATA ANALYSIS

4.1 Textbooks

Textbooks used as the tool of the information regarding the political, social, and economic values of society. School textbooks reflect the cultural, economic and political behavior of the people, authored and designed it with their real interest and which are published to keep in mind the limitations in terms of economic and political market behavior. (Apple, 1993) Textbooks by and large developed strong ideas, ideologically dominated groups which do efforts to dominate and to reinforce own cultural homogeny by promoting the shared attitude and historical memories. The composition of textual knowledge is a sound activity, covers the political debates and indifferences of the opinion. School textbooks are caused of dominant culture within the society. Griffin and Marciano (1979) have concluded that textbooks present a lucid face of hegemony in education.

School curriculum is defined as a system of knowledge of the society and which reinforce its own supreme ideology, and further covered the ethical and ideological standards of the given society. Mostly, it has been observed that the curriculum contents are designed in the specific environment, taken as will and compromise. In the presence of hard stance in the course contents, the possibility of the conflict will be visible. It is pertinent to mention here that the political and the social environment of the subjected could not be alienated or treated separately. The same myth is followed while designing the contents of the course especially in social sciences subjects.

4.1.1 Textbooks in Pakistani Context

Pakistan, under developed country, is facing multidimensional challenges. Among the existing the complex challenges, one of them is concerned with the education in the context of Millennium Development Goals (MDGs) for promotion of literacy within masses. Expensive available resources of the knowledge and persistent increasing poverty among masses have left over no option for students except to complete rely over the textbooks. In the context, usage and the credibility of the textbooks have increased on multifaceted ways. In such a context student's source of knowledge are the textbooks developed by authorities. Such sort of the reliability over the textbooks leaves an impact finding impression over the learner's mind and further it influences to develop the habits of the individuals within society.

It is the perception of the researcher that powerful medium could be utilized in developing the democratic trends not only among the beginner but also it could facilitate to the leaders of the under-developed states. It will not be exaggerated in saying that the democratization within the country could be possible through effective political participation.

4.1.2 Content Analysis

The text books were taken in this study for the purpose of content analysis in order to judge the extent of covering the concept of basic political knowledge. The question was whether they accommodate in any such information or not, if yes, to what an extent. For this purpose different objective tools have been developed to measure the knowledge and perception of different stake holders. Content Analysis as research methodology has been used to evaluate the textbooks.

Table 4.1.1
ENGLISH BOOK-I

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	12	82	615	6192
1	Political Science and its elements	0	0	0	02
2	State Concepts, Theories And Its Elements	0	0	0	01
3	Sovereignty (Features, Kinds, Theories)	0	0	0	01
4	Government Concepts, Forms and its organs	0	0	0	02
5	Constitutions of Pakistan Characteristics, Kinds	0	0	0	0
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	01
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	01
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	01
9	Election And Electoral System	0	0	0	0
10	Local Government System of Pakistan	0	0	0	0
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups ,Pressure Groups, Leadership	0	0	0	03
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	1
13	International Organizations	0	0	0	0
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	0
	Total	0	0	0	13
	Percentage %	0 %	0 %	0 %	0.20 %

The results of this table 4.1.1 shows that in the book English-I no topic, no paragraph and no line was used with reference to politics anyhow only the Thirteen (13) words are, related in different categories, used that is only 0.20 % of the words used in this book.

Table 4.1.2
ENGLISH BOOK-II

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	13	85	651	6086
1	Political Science and its elements	0	0	0	0
2	State concepts, theories and its elements	0	0	0	01
3	Sovereignty (features, kinds, theories)	0	0	0	0
4	Government Concepts, Forms and its organs	0	0	0	0
5	Constitutions of Pakistan Characteristics, Kinds	0	0	0	0
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	01
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	0
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	10
9	Election And Electoral System	0	0	0	0
10	Local Government System of Pakistan	0	0	0	0
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	0
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	0
13	International Organizations	0	0	0	0
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	0
	Total	0	0	0	12
	Percentage %	0 %	0 %	0 %	0.19 %

Table No 4.1.2 reflects the result that in English-II only the Twelve (12) words has been used related to the subject which was 0.19 % of the total words used in this book, no topic, no paragraph and no line has been used which showed relevance to the topic researched. The case with this book is not very much different from the earlier one.

Table 4.1.3
ISLAMIC STUDIES BOOK-I

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	06	76	310	7417
1	Political Science and its elements	0	0	0	01
2	State concepts, theories and its elements	0	0	0	01
3	Sovereignty (features, kinds, theories)	0	0	0	0
4	Government Concepts, Forms and its organs	0	0	0	01
5	Constitutions of Pakistan Characteristics, Kinds	0	0	0	0
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	02
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	0
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	0
9	Election And Electoral System	0	0	0	0
10	Local Government System of Pakistan	0	0	0	0
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	0
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	0
13	International Organizations	0	0	0	0
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	0
	Total	0	0	0	05
	Percentage %	0 %	0 %	0 %	0.06 %

In table No 4.1.3 it is observed that only Five (05) words were relevant to the researched topic that is only 0.06 % of the words used this volume. No topic, no paragraph and no line were used to create the sense of politics among the students.

Table 4.1.4
ISLAMIC STUDIES BOOK-II

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	08	71	359	9065
1	Political Science and its elements	0	0	0	0
2	State concepts, theories and its elements	0	0	0	05
3	Sovereignty (features, kinds, theories)	0	0	0	0
4	Government Concepts, Forms and its organs	0	0	0	0
5	Constitutions of Pakistan Characteristics, Kinds	2	0	0	0
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	0
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	0
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	0
9	Election And Electoral System	0	0	0	0
10	Local Government System of Pakistan	0	0	0	0
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	01	0	0	0
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	0
13	International Organizations	0	0	0	0
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	0
	Total	0	0	0	05
	Percentage %	0 %	0 %	0 %	0.05 %

The results of table 4.1.4 show that only 05 out of 9065 words with ratio of 0.05 % are used with reference to the Political awareness. No topic, paragraph and line have been used in Islamic Studies-II.

Table 4.1.5
PAKISTAN STUDIES BOOK-I

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	**43**	**236**	**3009**	**31222**
1	Political Science and its elements	0	0	0	18
2	State concepts, theories and its elements	0	0	0	37
3	Sovereignty (features, kinds, theories)	0	0	0	06
4	Government Concepts, Forms and its organs	0	1	03	71
5	Constitutions of Pakistan Characteristics, Kinds	02	22	170	38
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	49
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	09
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	11
9	Election And Electoral System	01	4	60	30
10	Local Government System of Pakistan	01	7	52	18
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	131
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	3
13	International Organizations	0	0	0	0
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	0
	Total	**04**	**34**	**285**	**421**
	Percentage %	**9.30%**	**14.40%**	**9.47%**	**1.34%**

In table 4.1.5 it has been observed that 04 out 43 topics with 9.30%, 34 paragraphs with 14.40 % and 285 lines with 9.47 % and 421 words with 1.34 % has been used in relevance with the subject

Table 4.1.6
PAKISTAN STUDIES BOOK-II

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	28	413	3247	32653
1	Political Science and its elements	0	0	0	12
2	State concepts, theories and its elements	0	0	0	06
3	Sovereignty (features, kinds, theories)	0	0	0	05
4	Government Concepts, Forms and its organs	0	0	0	40
5	Constitutions of Pakistan Characteristics, Kinds	01	13	58	29
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	91
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	22
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	08
9	Election And Electoral System	0	0	0	13
10	Local Government System of Pakistan	01	05	46	06
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	83
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	03
13	International Organizations	01	07	67	45
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	01
	Total	03	25	171	364
	Percentage %	10.71%	6.05 %	5.26 %	1.18 %

The table 4.1.6 shows that 03 topics were related to the research topic that was 10.71

%, 6.05 % paragraphs, 5.26 % lines and 1.18% words of this book shows the relation

to the researched topic.

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Table 4.1.7
URDU BOOK-I

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	18	135	1109	19439
1	Political Science and its elements	0	0	0	0
2	State concepts, theories and its elements	0	0	0	0
3	Sovereignty (features, kinds, theories)	0	0	0	0
4	Government Concepts, Forms and its organs	0	0	0	0
5	Constitutions of Pakistan Characteristics, Kinds	0	0	0	0
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	02
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	01
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	0
9	Election And Electoral System	0	0	0	0
10	Local Government System of Pakistan	0	0	0	0
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	0
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	0
13	International Organizations	0	0	0	0
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	0
	Total	0	0	0	03
	Percentage %	0 %	0 %	0 %	0.01 %

Table No 4.1.7 shows that in Urdu-1 03 words were found that relate with the subject

which was only 0.01 % of the total words no topic, paragraph or the line in this book

was related to the subject under research.

<div align="center">

Table 4.1.8
URDU BOOK-II

</div>

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	**22**	**222**	**1171**	**23680**
1	Political Science and its elements	0	0	0	1
2	State concepts, theories and its elements	0	0	0	0
3	Sovereignty (features, kinds, theories)	0	0	0	0
4	Government Concepts, Forms and its organs	0	0	0	01
5	Constitutions of Pakistan Characteristics, Kinds	0	0	0	0
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	02
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	01
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	0
9	Election And Electoral System	0	0	0	0
10	Local Government System of Pakistan	0	0	0	0
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	0
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	0
13	International Organizations	0	0	0	0
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	0
	Total	**0**	**0**	**0**	**05**
	Percentage %	**0 %**	**0 %**	**0 %**	**0.02 %**

Table 4.1.8 shows that in the Urdu-II 05 words with 0.02 % were related to the researched topic. All the other parameters selected for the study has been used 0 % of each.

Table 4.1.9
Over All Summary

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	150	1317	10471	135754
1	Political Science and its elements	0	0	0	34
2	State concepts, theories and its elements	0	0	0	51
3	Sovereignty (features, kinds, theories)	0	00	03	12
4	Government Concepts, Forms and its organs	0	01	0	115
5	Constitutions of Pakistan Characteristics, Kinds	3	35	228	67
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	149
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	34
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	30
9	Election And Electoral System	01	4	60	43
10	Local Government System of Pakistan	02	12	98	24
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	217
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	7
13	International Organizations	01	07	67	45
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	1
	Total	07	59	456	829
	Percentage %	4.66 %	4.47 %	4.35 %	0.61 %

Table No 4.1.9 shows the overall results of the eight books of the four subjects

selected for research. 07 out of 150 topics with 4.66 %, 59 out of 1317 paragraphs

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with 4.47 %, 456 out of 10471 lines with 4.35 % and 829 out of 135754 words with 0.61 % has been used in relevance with the researched topic.

This situation reflects that no intentional effort has been made to incorporate the suggested topics in the sample textbooks. This situation however may easily be labeled as non compliance to the National Curriculum 2006, which had clearly demonstrated its inclination and injunctions toward the dissemination of knowledge of politics through reading material/ Textbooks. At national and policy level, the efforts are being made to bring standards of curriculum at par with the existing international standards. For this the all round development of the learner is at the center to cope the needs of ever changing world. Keeping in view the comprehensive learning material development has been made epicenter of curriculum development activity. But the analysis on the above described criterion shows the contradictory results. These results also make it crystal clear that the efforts made during the process of curriculum development have been foiled by the faulty process of material/ textbook development.

4.2 Analysis of the Tool of Head Teachers

Table No. 4.2.1
Gender

Gender	Frequency	%
Male	207	50
Female	207	50

Table 4.2.1 depicts that 50 % respondents were Male and 50 % were Female Head Teachers working in the Punjab.
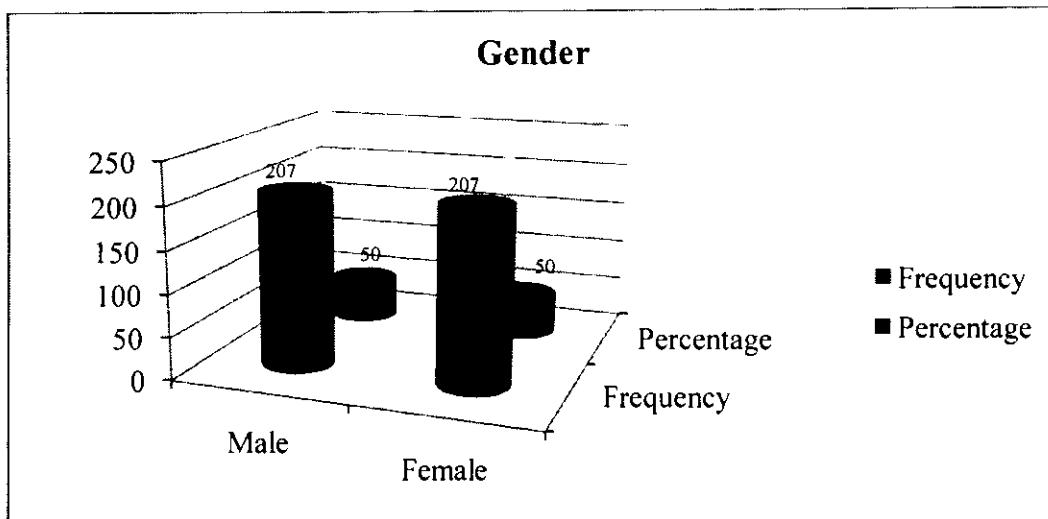
Figure: 2

Table No. 4.2.2

Age

Age	Frequency	%
< 25 Years	02	0.48
< 30 Years	15	3.62
< 40 Years	23	5.56
< 50 Years	164	39.62
< 60 Years	210	50.72

Table 4.2.2 Shows that 0.48 % of the Head Teachers had < 25 Years, 3.62 % of < 30

Years 5.56 % of < 40 Years. 39.62 % of < 50 Years, and 50.72 % < 60 Years of age.

Figure: 3

116
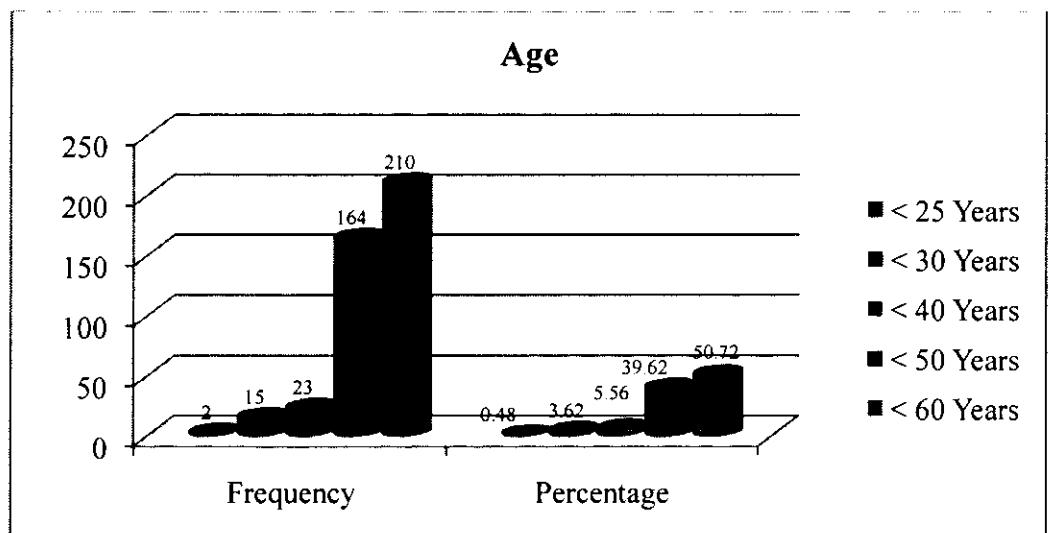
Qualification

Qualification	Frequency	%
Bachelor	48	11.59
Master	353	85.28
MS/M. Phil	12	2.89
Ph. D	01	0.24
Others	00	00

Table 4.2.3 shows that 11.59 % of the Head Teachers had Bachelor degree, 85.28 %

Master. Qualification, 2.89 % have M. Phil., 0.24 % Ph.D. and the remaining 00 %

have other qualification.
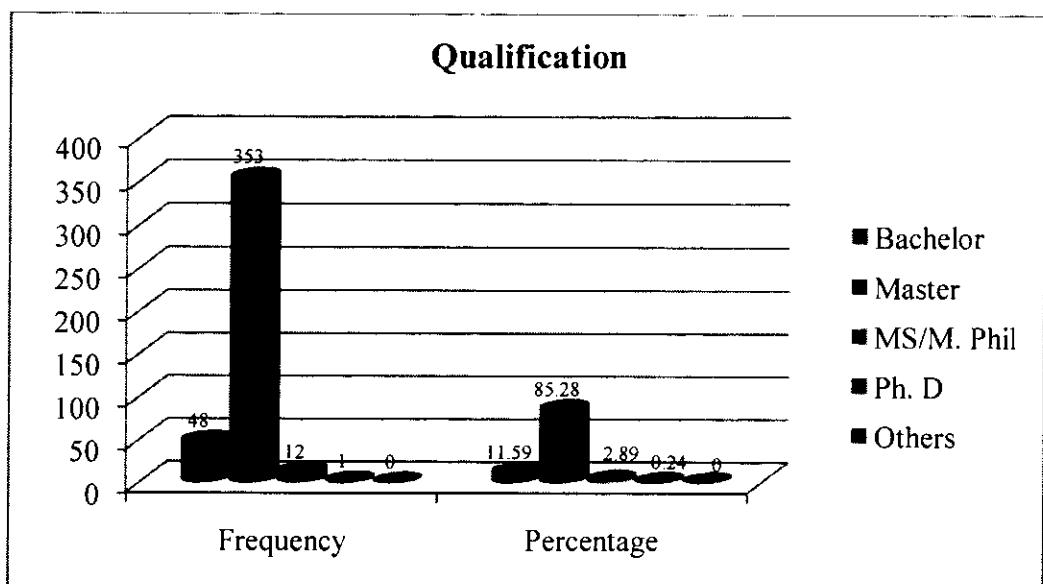
Figure: 4

Table No. 4.2.4
Designation

Designation	Frequency	%
In-Charge Head Teacher	76	18.36
Headmaster/Headmistress	155	37.44
Senior Headmaster/Headmistress	172	41.54
Principal	11	2.66

Table 4.2.4 shows that 18.36 % of the Head Teachers were working as In-Charge

Head Teachers, 37.44 % Headmaster / Headmistress, 41.54 % Senior Headmasters /

Headmistresses and 2.66 % Principals.
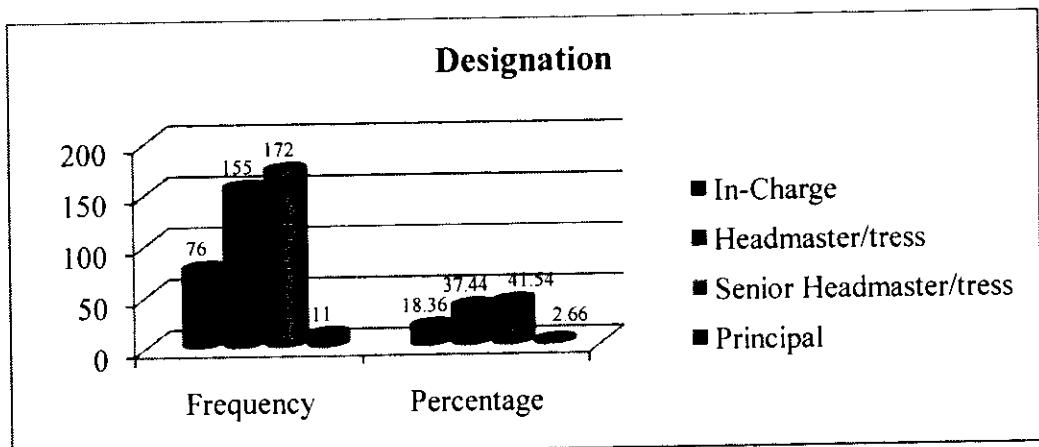
Figure: 5

Table No. 4.2.5

Teaching Experience

Teaching Experience	Frequency	%
< 5 Years	16	3.87
< 10 Years	36	8.70
< 20 Years	105	25.36
< 30 Years	189	45.65
< 40 Years	68	16.42

Table 4.2.5 depicts that 3.87 % of the Head Teachers had < 5 years, 8.70 % < 10 years, 25.36 % < 20 years, 45.65 % < 30 years, and 16.42 % < 40 years teaching experience.
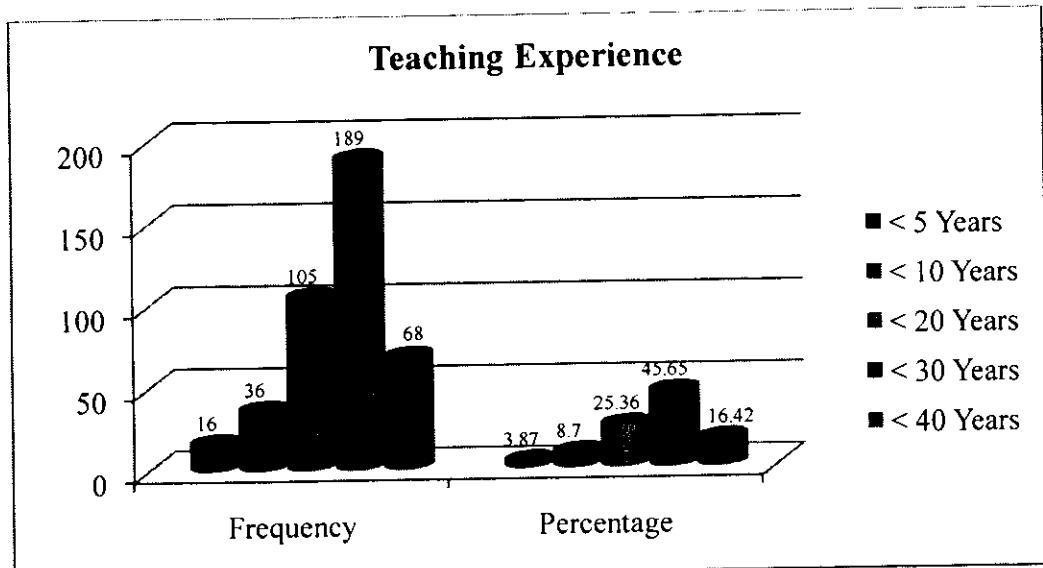
Figure: 6

Table No. 4.2.6
Administrative Experience

Administrative Experience	Frequency	%
< 5 Years	42	10.14
< 10 Years	195	47.10
< 20 Years	164	39.62
< 30 Years	12	2.90
< 40 Years	01	0.24

Table 4.2.6 depicts that 10.14 % of the Head Teachers had < 5 years, 47.10 % < 10

years, 39.62 % < 20 years, 2.90 % < 30 years, and 0.24 % < 40 years administrative

experience.
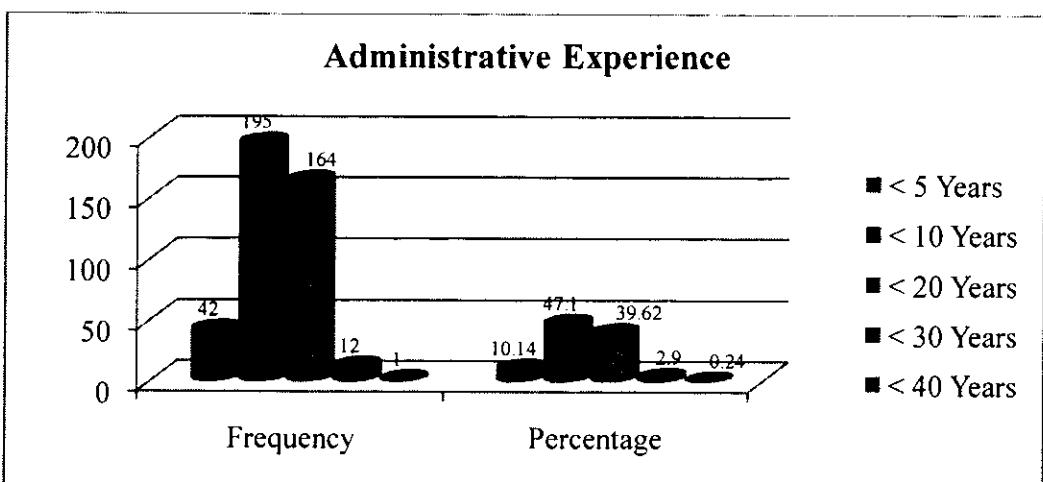
Figure: 7

Table No. 4.2.7
School Wise Enrolment

Number of Students in School	Frequency	%
< 100	00	00
< 200	02	0.48
< 500	312	75.36
< 1000	81	19.56
< 2000	18	4.36
< 4000	01	0.24

Table 4.2.7 depicts that 00 % of schools had < 100, 0.48 % < 200, 75.36 % < 500,

19.56 % < 1000, 4.36 % < 2000, and 0.24 % < 4000 students.
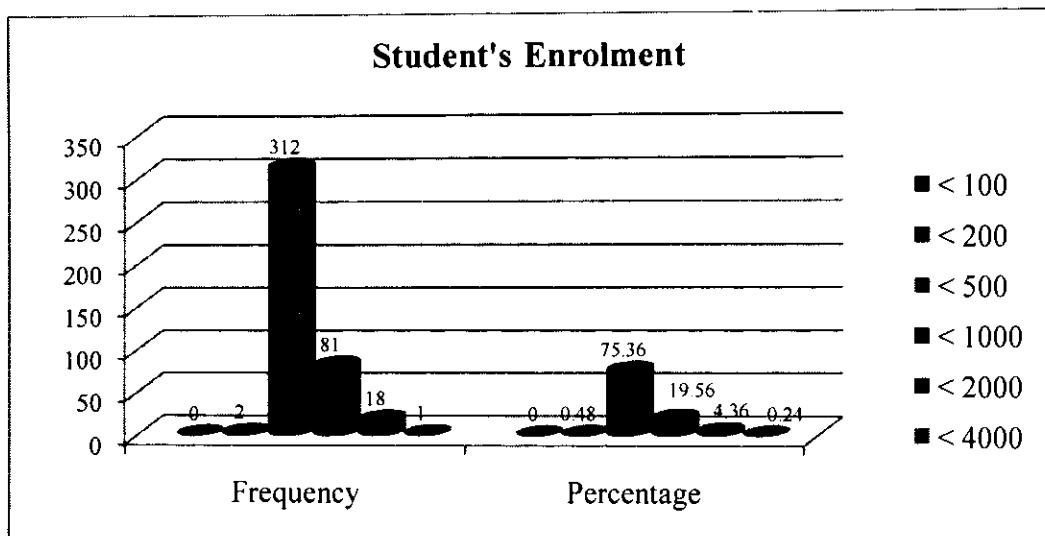
Figure: 8

Table No. 4.2.8
Enrolment at Secondary Level

Number of Students in Class 10th	Frequency	%
< 10	01	0.24
< 50	204	49.28
< 100	117	42.75
< 200	28	6.77
< 400	03	0.72
< 600	01	0.24

Table 4.2.8 depicts that 0.24 % schools had < 10, 49.28 % < 50, 42.75 % < 100, 6.77 % < 200, and 0.72 % < 400, and 0.24 % < 600 enrollment in 10th class.

Figure: 9

120
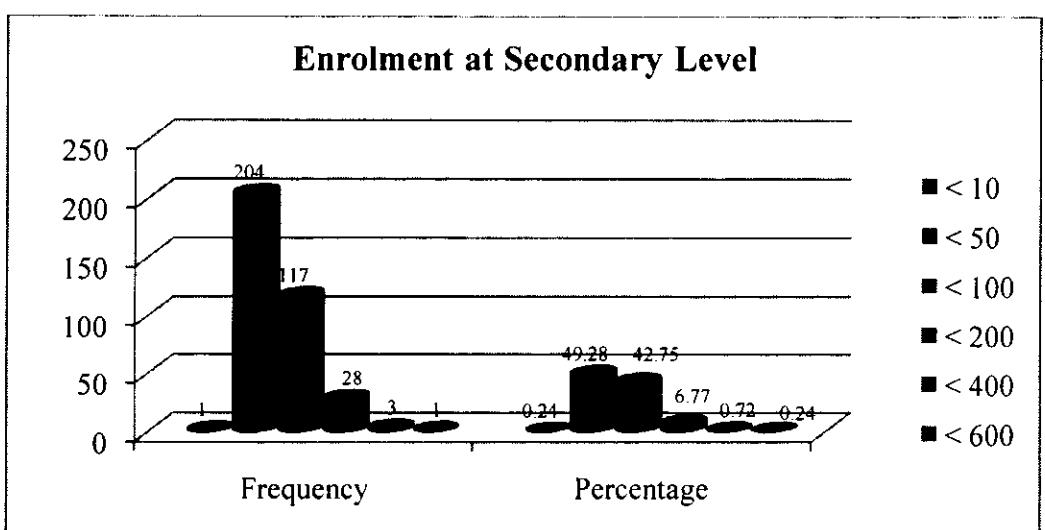
4.2.1 Statement Wise Analysis

Table No. 4.2.9
Political Education and Political Awareness in Students

Item No.	Statement	Level	Frequency	%	Mean Score
SP 1	Political Education develops political awareness among the students of Secondary School Certificate	Strongly Agree	137	33.09	4.28
		Agree	266	64.25	
		No Opinion	08	1.94	
		Disagree	2	0.48	
		Strongly Disagree	1	0.24	

Table 4.2.9 shows that 33.09 % of the Head Teachers responded strongly agreed,

64.25 % agreed, 1.94 % had No Opinion, only 0.48 % responded disagree and 0.24 %

responded strongly disagree about this statement. The mean score for this statement

was 4.28.

Table No. 4.2.10
Political Education and Affairs of the State

Item No.	Statement	Level	Frequency	%	Mean Score
SP 2	Political Education develops a sense of awareness regarding the affairs of the state	Strongly Agree	102	24.64	4.22
		Agree	306	73.92	
		No Opinion	04	0.96	
		Disagree	01	0.24	
		Strongly Disagree	01	0.24	

Table 4.2.10 shows that 24.64 % of the Head Teachers responded strongly agreed,

73.92 % agreed, 0.96 % had No Opinion, only 0.24 % responded disagree and 0.24 %

responded strongly disagree about this statement. The mean score for this statement

was 4.22.

Table No. 4.2.11
Political Education and Leadership Traits

Item No.	Statement	Level	Frequency	%	Mean Score
SP 3	Political Education produces better traits of leadership in the students	Strongly Agree	98	23.68	4.20
		Agree	309	74.64	
		No Opinion	04	0.96	
		Disagree	01	0.24	
		Strongly Disagree	02	0.48	

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Table 4.2.11 shows that 23.68 % of the Head Teachers responded strongly agreed, 74.64 % agreed, 0.96 % had No Opinion, only 0.24 % responded disagree and 0.48 % responded strongly disagree about this statement. The mean score for this statement was 4.20.

Table No. 4.2.12
Introduction of Political Science

Item No.	Statement	Level	Frequency	%	Mean Score
SC 1	Political Science and its Elements	Strongly Agree	04	0.96	1.35
		Agree	02	0.48	
		No Opinion	06	1.44	
		Disagree	115	27.78	
		Strongly Disagree	287	69.34	

Table 4.2.12 shows that 0.96 % of the Head Teachers responded strongly agreed, 0.48 % agreed, 1.44 % had No Opinion, only 27.78 % responded disagree and 69.34 % responded strongly disagree about this statement. The mean score for this statement was 1.35.

Table No. 4.2.13
State Concepts

Item No.	Statement	Level	Frequency	%	Mean Score
SC 2	State concepts, theories and its elements	Strongly Agree	02	0.48	1.30
		Agree	1	0.24	
		No Opinion	05	1.20	
		Disagree	105	25.37	
		Strongly Disagree	301	27.71	

Table 4.2.13 shows that 0.48 % of the Head Teachers responded strongly agreed, 0.24 % agreed, 1.20 % had No Opinion, 25.37 % responded disagree and 27.71 % responded strongly disagree about this statement. The mean score for this statement was 1.30.

Table No. 4.2.14
Sovereignty (features, kinds, theories)

Item No.	Statement	Level	Frequency	%	Mean Score
SC 3	Sovereignty (features, kinds, theories)	Strongly Agree	04	0.96	1.37
		Agree	07	1.69	
		No Opinion	08	1.93	
		Disagree	101	24.40	
		Strongly Disagree	294	71.02	

Table 4.2.14 shows that 0.96 % of the Head Teachers responded strongly agreed, 1.69 % agreed, 1.93 % had No Opinion, only 24.40 % responded disagree and 71.02 % responded strongly disagree about this statement. The mean score for this statement was 4.62.

Table No. 4.2.15
Government Concepts and its Forms

Item No.	Statement	Level	Frequency	%	Mean Score
SC 4	Government Concepts, forms (Democracy, Dictatorship etc) and its organs; Legislature, Executive, Judiciary and Media	Strongly Agree	02	0.48	1.15
		Agree	01	0.24	
		No Opinion	01	0.24	
		Disagree	51	12.32	
		Strongly Disagree	359	86.72	

Table 4.2.15 shows that 0.48 % of the Head Teachers responded strongly agreed, 0.24 % agreed, 0.24 % had No Opinion, only 12.32 % responded disagree and 86.72 % responded strongly disagree about this statement. The mean score for this statement was 1.15.

Table No. 4.2.16
National Constitution

Item No.	Statement	Level	Frequency	%	Mean Score
SC 5	National Constitution, Characteristics, and Kinds Constitutions of Pakistan	Strongly Agree	08	1.94	3.37
		Agree	298	71.98	
		No Opinion	2	0.48	
		Disagree	54	13.04	
		Strongly Disagree	52	12.56	

Table 4.2.16 shows that 1.94 % of the Head Teachers responded strongly agreed, 71.98 % agreed, 0.48 % had No Opinion, only 13.04 % responded disagree and 12.56

% responded strongly disagree about this statement. The mean score for this

statement was 3.37.

Table No. 4.2.17
The Federal Government

Item No.	Statement	Level	Frequency	%	Mean Score
SC 6	The Federal System, President, Prime Minister, Cabinet	Strongly Agree	01	0.24	1.33
		Agree	03	0.72	
		No Opinion	04	0.96	
		Disagree	119	28.76	
		Strongly Disagree	287	69.32	

Table 4.2.17 shows that 0.24 % of the Head Teachers responded strongly agreed, 0.72

% agreed, 0.96 % had No Opinion, only 28.76 % responded disagree and 69.72 %

responded strongly disagree about this statement. The mean score for this statement

was 1.33.

Table No. 4.2.18
The Parliament

Item No.	Statement	Level	Frequency	%	Mean Score
SC7	Parliament (National Assembly, Senate, Speakers, Role of parliament, Powers of parliament, Procedure of lawmaking)	Strongly Agree	02	0.48	1.16
		Agree	02	0.48	
		No Opinion	01	0.24	
		Disagree	53	12.80	
		Strongly Disagree	356	86.00	

Table 4.2.18 shows that 0.48 % of the Head Teachers responded strongly agreed, 0.48

% agreed, 0.24 % had No Opinion, only 12.80 % responded disagree and 86.00 %

responded strongly disagree about this statement. The mean score for this statement

was 1.16.

Table No. 4.2.19
The Judiciary

Item No.	Statement	Level	Frequency	%	Mean Score
SC 8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	Strongly Agree	03	0.72	1.33
		Agree	03	0.72	
		No Opinion	01	0.24	
		Disagree	116	28.02	

| | | Strongly Disagree | 291 | 70.30 | |

Table 4.2.19 shows that 0.72 % of the Head Teachers responded strongly agreed, 0.72 % agreed, 0.24 % had No Opinion, only 28.02 % responded disagree and 70.30 % responded strongly disagree about this statement. The mean score for this statement was 1.33.

Table No. 4.2.20
Election and Electoral System

Item No.	Statement	Level	Frequency	%	Mean Score
SC 9	Election and Electoral System	Strongly Agree	00	00	1.14
		Agree	00	00	
		No Opinion	04	0.96	
		Disagree	54	13.04	
		Strongly Disagree	356	86.00	

Table 4.2.20 shows that 00 % of the Head Teachers responded strongly agreed, 00 % agreed, 0.96 % had No Opinion, only 13.04 % responded disagree 86.00 % responded strongly disagree about this statement. The mean score for this statement was 1.14.

Table No. 4.2.21
Local Government System

Item No.	Statement	Level	Frequency	%	Mean Score
SC10	Local Government System of Pakistan	Strongly Agree	50	12.08	2.97
		Agree	172	41.55	
		No Opinion	01	0.24	
		Disagree	101	24.39	
		Strongly Disagree	90	21.74	

Table 4.2.21 shows that 12.08 % of the Head Teachers responded strongly agreed, 41.55 % agreed, 0.24% had No Opinion, only 24.39 % responded disagree and 21.74 % responded strongly disagree about this statement. The mean score for this statement was 2.97.

Table No. 4.2.22
Political Dynamics

Item No.	Statement	Level	Frequency	%	Mean Score
SC11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	Strongly Agree	02	0.48	1.44
		Agree	02	0.48	
		No Opinion	24	5.80	
		Disagree	123	29.71	
		Strongly Disagree	263	63.53	

Table 4.2.22 shows that 0.48 % of the Head Teachers responded strongly agreed, 0.48 % agreed, 5.80 % had No Opinion, only 29.71 % responded disagree and 63.53 % responded strongly disagree about this statement. The mean score for this statement was 1.44.

Table No. 4.2.23
Constitutional Departments

Item No.	Statement	Level	Frequency	%	Mean Score
SC12	Constitutional Departments, Islamic Ideology Council, National Security Council	Strongly Agree	04	0.96	1.54
		Agree	05	1.20	
		No Opinion	29	7.01	
		Disagree	233	56.28	
		Strongly Disagree	143	34.55	

Table 4.2.23 shows that 0.96 % of the Head Teachers responded strongly agreed, 1.20 % agreed, 7.01 % had No Opinion, only 56.28 % responded disagree and 34.55 % responded strongly disagree about this statement. The mean score for this statement was 1.54.

Table No. 4.2.24
International Organizations

Item No.	Statement	Level	Frequency	%	Mean Score
SC13	International Organizations (UNO, OIC)	Strongly Agree	07	1.69	2.52
		Agree	139	33.57	
		No Opinion	38	9.18	
		Disagree	112	27.05	
		Strongly Disagree	118	28.51	

Table 4.2.24 shows that 1.69 % of the Head Teachers responded strongly agreed, 33.57 % agreed, 9.18 % had No Opinion, only 27.05 % responded disagree and 28.51 % responded strongly disagree about this statement. The mean score for this statement was 2.52.

Table No. 4.2.25
Comparison of Political Systems

Item No.	Statement	Level	Frequency	%	Mean Score
SC14	Comparison among Political Systems of other Countries	Strongly Agree	02	0.48	1.60
		Agree	25	6.04	
		No Opinion	27	6.52	
		Disagree	114	27.54	
		Strongly Disagree	246	59.42	

Table 4.2.25 shows that 0.48 % of the Head Teachers responded strongly agreed, 6.04 % agreed, 6.52 % had No Opinion, only 27.54 % responded disagree and 59.42 % responded strongly disagree about this statement. The mean score for this statement was 1.60.

Table No. 4.2.26
Good Governance

Item No.	Statement	Level	Frequency	%	Mean Score
SC15	Good Governance	Strongly Agree	10	2.41	1.52
		Agree	05	1.20	
		No Opinion	06	1.45	
		Disagree	149	36.00	
		Strongly Disagree	244	58.94	

Table 4.2.26 shows that 2.41 % of the Head Teachers responded strongly agreed, 1.20 % agreed, 1.45 % had No Opinion, only 36.00 % responded disagree and 58.94 % responded strongly disagree about this statement. The mean score for this statement was 1.52.

Table No. 4.2.27
Status of Political Education

Item No.	Statement	Level	Frequency	%	Mean Score
SC16	Political Education should be taught as a separate compulsory subject at secondary level	Strongly Agree	07	1.69	1.80
		Agree	10	2.41	
		No Opinion	24	5.80	
		Disagree	229	55.32	
		Strongly Disagree	144	34.78	

Table 4.2.27 shows that 1.69 % of the Head Teachers responded strongly agreed, 2.41 % agreed, 5.80 % had No Opinion, only 55.32 % responded disagree and 34.78 % responded strongly disagree about this statement. The mean score for this statement was 1.80.

Table No. 4.2.28
Status of the Subject

Item No.	Statement	Level	Frequency	%	Mean Score
SC17	Political Education should be integrated into the compulsory subjects at Secondary School Certificate	Strongly Agree	102	24.64	3.60
		Agree	203	49.04	
		No Opinion	04	0.96	
		Disagree	53	12.80	
		Strongly Disagree	52	12.56	

Table 4.2.28 shows that 24.64 % of the Head Teachers responded strongly agreed, 49.04 % agreed, 0.96 % had No Opinion, only 12.80 % responded disagree and 12.56 % responded strongly disagree about this statement. The mean score for this statement was 3.60.

Table No. 4.2.29
Status of Political Science

Item No.	Statement	Level	Frequency	%	Mean Score
SC18	Political Education should be taken as a co-curricular activity	Strongly Agree	44	10.63	1.91
		Agree	24	5.80	
		No Opinion	17	4.10	
		Disagree	98	23.67	
		Strongly Disagree	231	55.80	

Table 4.2.29 shows that 10.63 % of the Head Teachers responded strongly agreed, 5.80 % agreed, 4.10 % had No Opinion, only 23.67 % responded disagree and 55.80

% responded strongly disagree about this statement. The mean score for this statement was 1.91.

Table No. 4.2.30
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 1 (-)	Students select the subject combination by the teachers' choice	Strongly Agree	358	86.48	1.17
		Agree	50	12.08	
		No Opinion	00	00	
		Disagree	02	0.48	
		Strongly Disagree	04	0.96	

Table 4.2.30 shows that 86.48 % of the Head Teachers responded strongly agreed, 12.08 % agreed, 00 % had No Opinion, only 0.48 % responded disagree and 0.96 % responded strongly disagree about this statement. The mean score for this statement was 1.17.

Table No. 4.2.31
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 2	Students select the subject combination by their own choice	Strongly Agree	06	1.45	1.75
		Agree	27	6.52	
		No Opinion	33	7.98	
		Disagree	141	34.05	
		Strongly Disagree	207	50.00	

Table 4.2.31 shows that 1.45 % of the Head Teachers responded strongly agreed, 6.52 % agreed, 7.98 % had No Opinion, only 34.05 % responded disagree and 50 % responded strongly disagree about this statement. The mean score for this statement was 1.75.

Table No. 4.2.32
Students Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 3	Students select the subject combination by following their fellows	Strongly Agree	05	1.20	2.26
		Agree	57	13.77	
		No Opinion	101	24.40	
		Disagree	132	31.88	

| | | Strongly Disagree | 119 | 28.75 | |

Table 4.2.32 shows that 1.20 % of the Head Teachers responded strongly agreed, 13.77 % agreed, 24.40 % had No Opinion, only 31.88 % responded disagree and 28.75 % responded strongly disagree about this statement. The mean score for this statement was 2.26.

Table No. 4.2.33
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 4	Students select the subject combination by the parents' choice	Strongly Agree	43	10.39	2.69
		Agree	108	26.09	
		No Opinion	03	0.72	
		Disagree	197	47.58	
		Strongly Disagree	63	15.22	

Table 4.2.33 shows that 10.39 % of the Head Teachers responded strongly agreed, 26.09 % agreed, 0.72 % had No Opinion, only 47.58 % responded disagree and 15.22 % responded strongly disagree about this statement. The mean score for this statement was 2.69.

Table No. 4.2.34
Time Allocation

Item No.	Statement	Level	Frequency	%	Mean Score
SE 5	A proper time is spent in teaching of Political Education in your school	Strongly Agree	01	0.24	1.55
		Agree	04	0.96	
		No Opinion	07	1.69	
		Disagree	198	47.83	
		Strongly Disagree	204	49.28	

Table 4.2.34 shows that 0.24 % of the Head Teachers responded strongly agreed, 0.96 % agreed, 1.69 % had No Opinion, only 47.83 % responded disagree 49.28 % responded strongly disagree about this statement. The mean score for this statement was 1.55.

Table No. 4.2.35
Politics Related Projects

Item No.	Statement	Level	Frequency	%	Mean Score
SE 6	Your school participates in Projects related to Political Education	Strongly Agree	09	2.17	1.61
		Agree	21	5.08	
		No Opinion	04	0.96	
		Disagree	147	35.51	
		Strongly Disagree	233	58.28	

Table 4.2.35 shows that 2.17 % of the Head Teachers responded strongly agreed, 5.08 % agreed, 0.96 % had No Opinion, 35.51 % responded disagree and 58.28 % responded strongly disagree about this statement. The mean score for this statement was 1.61.

Table No. 4.2.36
School Organizations

Item No	Statement	Yes	No	Yes %	No%
SE 7	Students' Council	02	412	0.48	99.42
SE 8	Organizations affiliated with political parties	00	414	00	100
SE 9	Group which prepared newspapers	04	410	0.96	99.04
SE10	Human Rights Organizations	07	407	0.16	99.84
SE 11	Group conducting the activities to help the society	13	401	3.14	96.86
SE 12	Cultural Associations	03	411	0.72	99.28
SE 13	Computer Club	11	403	2.65	97.35
SE 14	Art or Dramatic Club	17	397	4.11	95.89
Average (Overall)		**07**	**407**	**1.70**	**98.30**

Table No. 4.2.36 depicts that 0.48 % respondents responded in "Yes" and 99.42 % in "NO" about the availability of student Council. Similarly, zero % of the respondents responded in "Yes" and 100 % in "NO" about the availability of the organizations affiliated with political parties at their respective schools, while 0.96 % respondents responded in "Yes" and 99.04 % in "NO" about the availability of group engaged in preparing newspapers in their respective schools. About the availability of Human Rights Organizations 0.16 % respondents responded in "Yes" and 99.84 % in "NO", only 0.16 % of the respondents responded in "Yes" and the remaining 99.84 %

responded in "NO", while 3.14 % respondents responded in "Yes" and 96.86 % in "NO" about the availability of groups involved in helping the society. Similarly 0.72 % respondents responded in "Yes" and 99.28 % in "NO", 2.65 % respondents responded in "Yes" and 97.35 % in "NO" and 4.11 % in "Yes" and 95.89 % in "NO" about the availability of "Cultural Associations", "Computer Clubs" and "Art and Dramatic Clubs" respectively. Overall average of response regarding the availability of organizations in school was 1.74 % in "Yes" and 98.30 % in "NO".
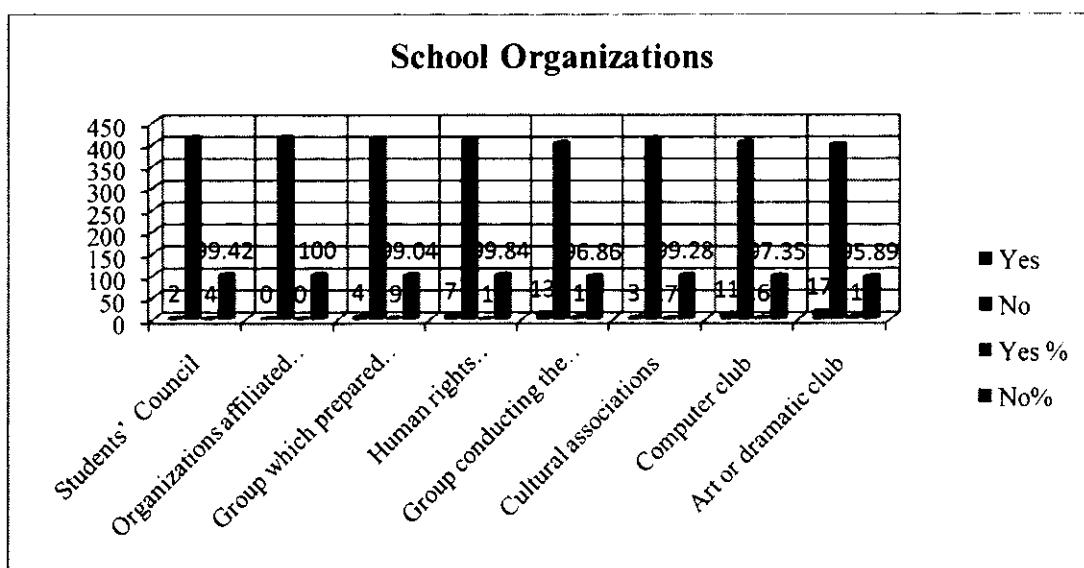
Figure: 10

Table No. 4.2.37
Political Awareness in the Society

Item No.	Statement	Level	Frequency	%	Mean Score
HE 1	The community adjacent to your school have political awareness	Strongly Agree	01	0.24	1.27
		Agree	02	0.48	
		No Opinion	08	1.94	
		Disagree	87	21.01	
		Strongly Disagree	316	76.33	

Table 4.2.37 shows that 0.24 % of the Head Teachers responded strongly agreed, 0.48 % agreed, 1.94 % had No Opinion, 21.01 % responded disagree and 76.33 %

responded strongly disagree about this statement. The mean score for this statement was 1.27.

Table No. 4.2.38
Political Awareness in the Parents

Item No.	Statement	Level	Frequency	%	Mean Score
HE 2	The parents of the students involved in political activities	Strongly Agree	04	0.96	1.66
		Agree	17	4.11	
		No Opinion	08	1.93	
		Disagree	191	46.14	
		Strongly Disagree	194	46.86	

Table 4.2.38 shows that 0.96 % of the Head Teachers responded strongly agreed, 4.11 % agreed, 1.93 % had No Opinion, 46.14 % responded disagree and 46.86 % responded strongly disagree about this statement. The mean score for this statement was 1.66.

Table No. 4.2.39
Political Awareness in the Students

Item No.	Statement	Level	Frequency	%	Mean Score
HE 3	The students of your school have political awareness/knowledge	Strongly Agree	03	0.72	1.37
		Agree	03	0.72	
		No Opinion	09	2.18	
		Disagree	117	28.26	
		Strongly Disagree	282	68.12	

Table 4.2.39 shows that 0.72 % of the Head Teachers responded strongly agreed, 0.72 % agreed, 2.18 % had No Opinion, 28.26 % responded disagree and 68.12 % responded strongly disagree about this statement. The mean score for this statement was 1.37.

Table 4.2.40
Assessment of Statements (Means Score)

Statements No	Mean Score	Statements No	Mean Score
SP1	4.28	SC14	1.60
SP2	4.22	SE5	1.55
SP3	4.20	SC12	1.54
		SC15	1.52
SC17	3.60	SC11	1.44
SC5	3.37	SC3	1.37

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		HE3	1.37
SC10	2.97	SC1	1.35
SE4	2.69	SC6	1.33
SC13	2.52	SC8	1.33
SE3	2.26	SC2	1.30
		HE1	1.27
SC18	1.91	SE1	1.17
SC16	1.80	SC7	1.16
SE2	1.75	SC4	1.15
HE2	1.66	SC9	1.14
SE6	1.61		
Average Mean Score of 30 Statements = 2.01			

Variables	Statements	Norm Score	Mean Score
Significance of Politics (SP)	03	09	12.69
School Curriculum (SC)	18	54	32.40
School Environment (SE)	06	18	10.98
Home Environment (HE)	03	09	4.29

Table No. 4.2.40 Points out that twenty five (25) statements showed negative level of acceptance on the part of the Head Teachers. Only 02 statements showed relatively low level of acceptance. While on 03 items the acceptance levels was more than moderate and mean score of these three items was 4.23 and the overall mean score of the questionnaire was 2.01. The mean score of variable Significance of Politics (SP) was 12.69 which showed the highest level of acceptance of the Significance of the Political Education, the average mean score of the variable School Curriculum (SC) was 32.40 which showed the lower level of acceptance of the respondent. When the opinion of the Head Teachers was asked about the environment of school the average mean score was 10.98 which showed the lowest level of acceptance. Similarly the average mean score 4.29 of the variable HE showed the poor status of political awareness of the adjacent area of the school.

Table No 4.2.41
Questionnaire Wise Analysis of Total Head Teachers
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'^2
131 – 140	01	135.5	8	7	56
121 – 130	06	125.5	7	36	252

111 – 120	00	115.5	6	00	00
101 – 110	07	105.5	5	21	105
91 – 90	03	95.5	4	12	48
81 – 90	23	85.5	3	46	138
71 – 80	39	75.5	2	78	156
61 – 70	74	65.5	1	74	74
51 – 60	176	55.5	0	00	00
41 – 50	85	45.5	-1	-85	85
	N = 414		$\sum x' = 35$	$\sum f x' = 189$	$\sum f x'^2 = 914$

M.P = Mid Value or Mid-Point = 55.5

Mean = 60.06

SD = 14

Table No 4.2.42
Questionnaire Wise Analysis of Head Teachers (Male)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	$f x'$	$f x'^2$
131 – 140	01	135.5	8	8	64
121 – 130	04	125.5	7	28	196
111 – 120	00	115.5	6	00	00
101 – 110	05	105.5	5	25	125
91 – 90	02	95.5	4	8	32
81 – 90	11	85.5	3	33	99
71 – 80	21	75.5	2	42	84
61 – 70	40	65.5	1	40	40
51 – 60	79	55.5	0	00	00
41 – 50	44	45.5	-1	-44	44
	N = 207		$\sum x' = 35$	$\sum f x' = 140$	$\sum f x'^2 = 684$

M.P = Mid Value or Mid-Point = 55.5

Mean = 62.26

SD = 17

Table No 4.2.43
Questionnaire Wise Analysis of Head Teachers Male (Urban)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	$f x'$	$f x'^2$
131 – 140	01	135.5	8	8	64
121 – 130	02	125.5	7	14	98
111 – 120	00	115.5	6	00	00
101 – 110	03	105.5	5	15	75
91 – 90	01	95.5	4	4	16

135

81 – 90	05	85.5	3	15	45
71 – 80	10	75.5	2	20	40
61 – 70	19	65.5	1	19	19
51 – 60	40	55.5	0	00	00
41 – 50	23	45.5	-1	-23	23
	N = 104		$\sum x' = 35$	$\sum fx' = 72$	$\sum fx'^2 = 380$

M.P = Mid Value or Mid-Point = 55.5

Mean = 62.42

SD = 17

Table No 4.2.44
Questionnaire Wise Analysis of Head Teachers Male (Rural)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'^{2}
121 – 130	02	125.5	7	14	98
111 – 120	00	115.5	6	00	00
101 – 110	02	105.5	5	10	50
91 – 90	01	95.5	4	4	16
81 – 90	06	85.5	3	18	54
71 – 80	11	75.5	2	22	44
61 – 70	21	65.5	1	21	21
51 – 60	39	55.5	0	00	00
41 – 50	21	45.5	-1	-21	21
	N = 103		$\sum x' = 27$	$\sum fx' = 68$	$\sum fx'^2 = 304$

M.P = Mid Value or Mid-Point = 55.5

Mean = 62.03

SD = 16

Table No 4.2.45
Questionnaire Wise Analysis of Head Teachers (Female)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	q(f)	Mid value (X)	x'	fx'	fx'^{2}
121 – 130	02	125.5	7	14	98
111 – 120	00	115.5	6	00	00
101 – 110	02	105.5	5	10	50
91 – 90	01	95.5	4	4	16
81 – 90	12	85.5	3	36	108
71 – 80	18	75.5	2	36	72
61 – 70	34	65.5	1	34	34
51 – 60	97	55.5	0	00	00
41 – 50	41	45.5	-1	-41	41
	N = 207		$\sum x' = 27$	$\sum fx' = 93$	$\sum fx'^2 = 419$

M.P = Mid Value or Mid-Point = 55.5

Mean = 59.99

SD = 14

Table No 4.2.46
Questionnaire Wise Analysis of Head Teachers Female (Urban)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	q(f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
121 – 130	01	125.5	7	7	7
111 – 120	00	115.5	6	00	00
101 – 110	00	105.5	5	00	00
91 – 90	01	95.5	4	4	16
81 – 90	07	85.5	3	21	63
71 – 80	09	75.5	2	18	36
61 – 70	19	65.5	1	19	19
51 – 60	49	55.5	0	00	00
41 – 50	18	45.5	-1	-18	18
	N = 104		$\sum x^/ = 27$	$\sum fx^/ = 51$	$\sum fx^{/2} = 159$

M.P = Mid Value or Mid-Point = 55.5

Mean = 58.09

SD = 12

Table No 4.2.47
Questionnaire Wise Analysis of Head Teachers Female (Rural)
No. of statements = 30, Maximum score = 150, Norm score = 90

C – I	F	X	$x^/$	$fx^/$	$fx^{/2}$
121 – 130	01	125.5	7	7	7
111 – 120	00	115.5	6	00	00
101 – 110	02	105.5	5	10	50
91 – 90	00	95.5	4	00	00
81 – 90	05	85.5	3	15	45
71 – 80	09	75.5	2	18	36
61 – 70	15	65.5	1	15	15
51 – 60	48	55.5	0	00	00
41 – 50	23	45.5	-1	-23	23
	N = 103		$\sum x^/ = 27$	$\sum fx^/ = 42$	$\sum fx^{/2} = 176$

M.P = Mid Value or Mid-Point = 55.5

Mean = 58

SD = 12

4.3 Analysis of Secondary School Teachers' Questionnaire

Table No. 4.3.1
Gender

Gender	Frequency	%
Male	414	50
Female	414	50

Table 4.3.1 depicts that 50 % Male and 50 % the respondents were Female respondents.
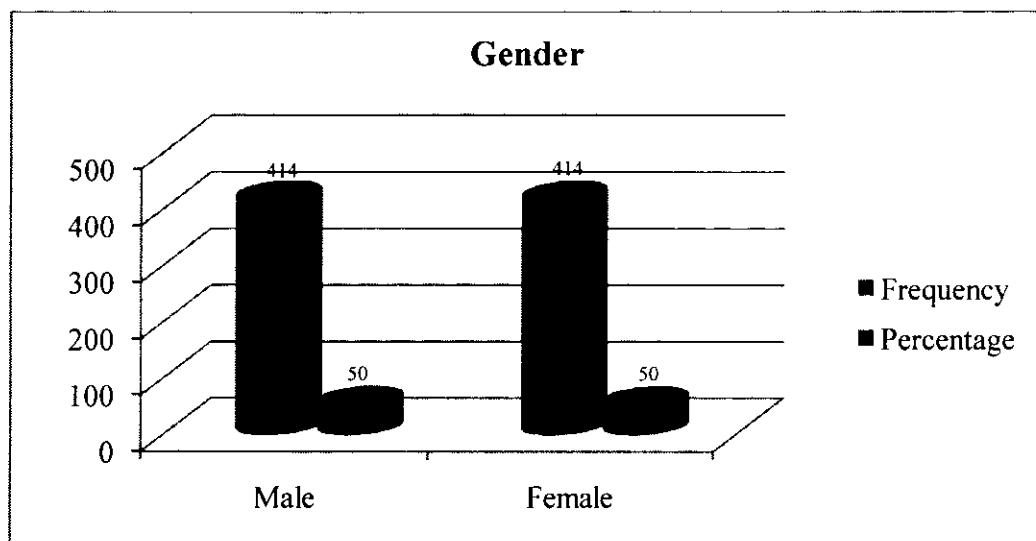
Figure: 11

Table No. 4.3.2
Age

Age	Frequency	%
< 25 Years	06	0.72
< 30 Years	129	15.57
< 40 Years	189	22.83
< 50 Years	404	48.79
> 60 Years	100	12.09

Table 4.3.2 shows that 0.72 % of the Teachers had < 25 Years, 15.57 % < 30 Years, 22.83 % <40 Years. 48.97 % < 50 Years, 11.99 % > 60 Years of age.

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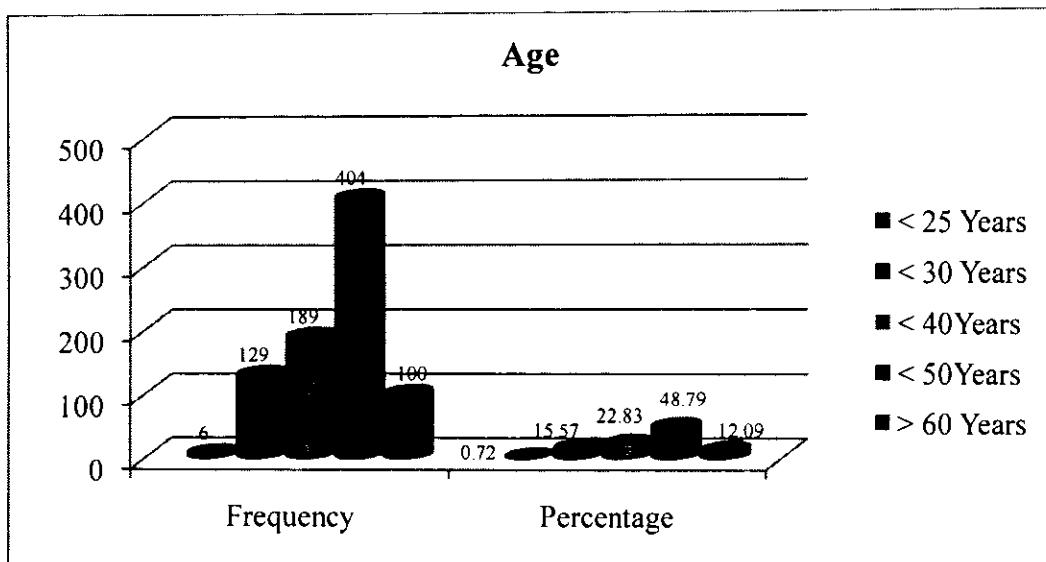
Figure: 12

Table No. 4.3.3
Qualification

Qualification	Frequency	%
Bachelor	262	31.64
Master	556	67.16
MS/M. Phil	09	1.08
Ph. D	01	0.12
Others	00	00

Table 4.3.3 shows that 31.64 % of the Teachers had Bachelor degree, 67.16 % Master

qualification. 1.08 % have M. Phil., 0.12 % Ph.D. and the remaining 00 % have other

qualification.

Figure: 13

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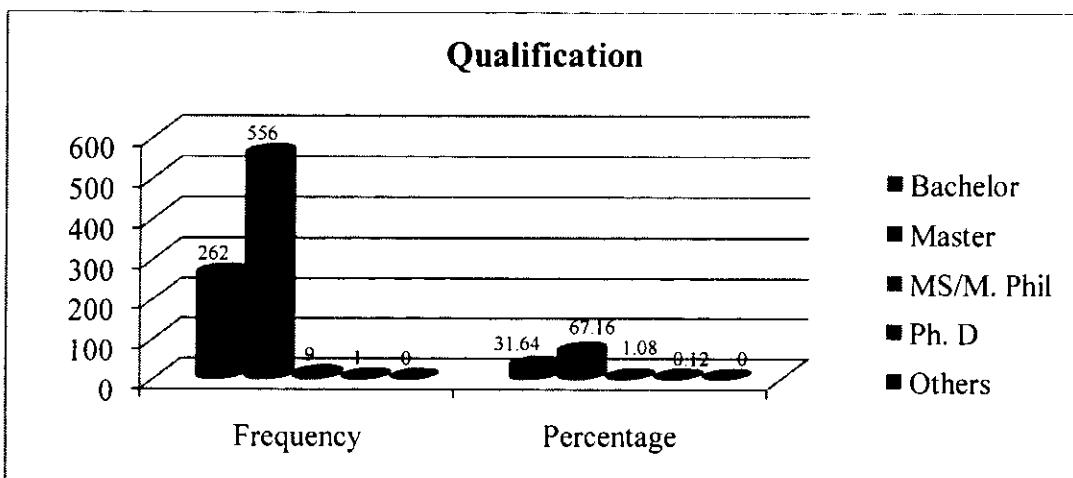
Table No. 4.3.4
Teaching Experience

Teaching Experience	Frequency	%
< 5 Years	98	11.83
< 10 Years	203	24.51
< 20 Years	291	35.14
< 30 Years	106	12.81
< 40 Years	130	15.71

Table 4.3.4 depicts that 11.83 % of the Teachers had < 5 years, 24.51 % < 10 years,

35.14 % < 20 years, 12.81 % < 30 years, and 15.71 % < 40 years teaching experience.
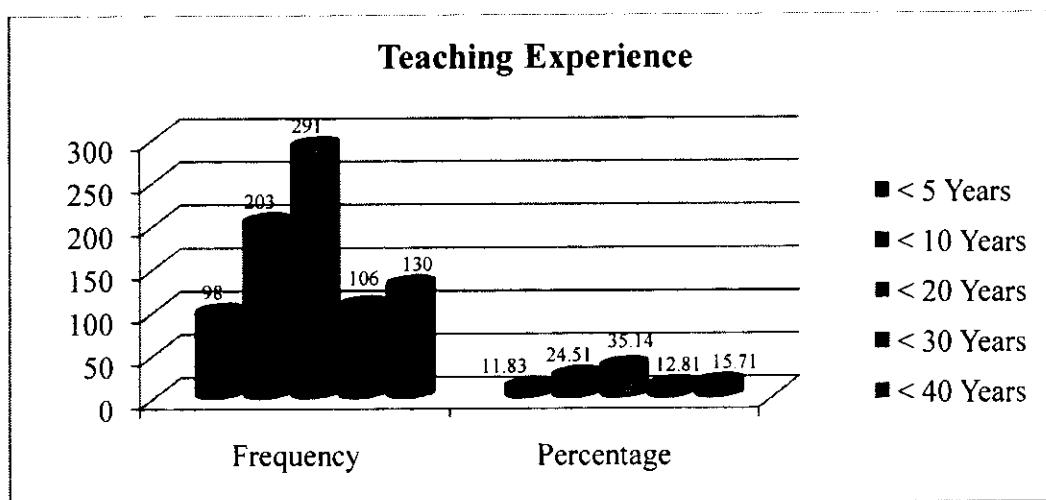
Figure: 14

Table No. 4.3.5
Subject Specialization

School and Projects	Frequency	%
Yes	33	3.98
No	795	96.02

Table 4.3.5 depicts that the average percentage in "Yes" was 3.98 % and "No" was

96.02 % about having studied the subject of Political Science.
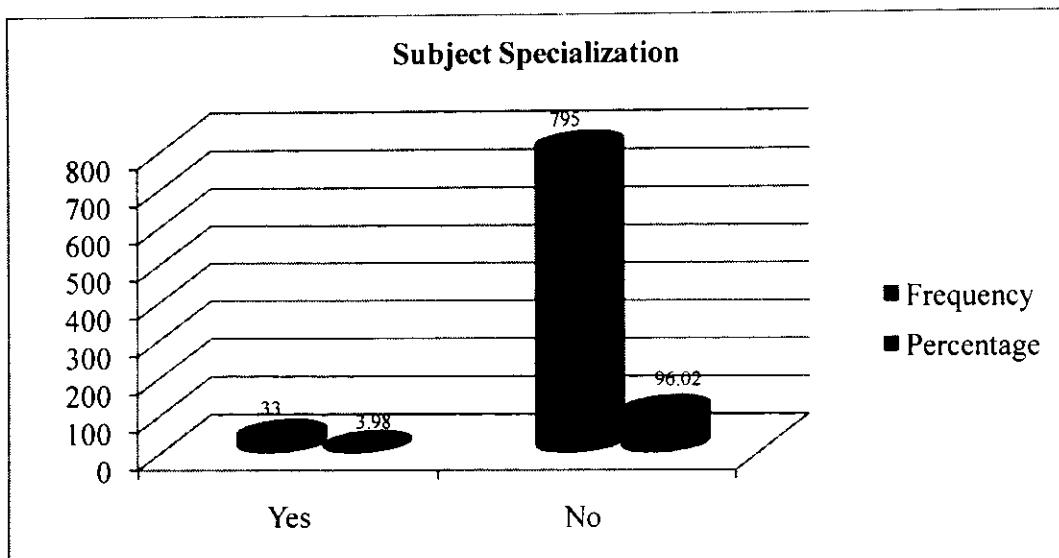
Figure: 15
Table No. 4.3.6
Professional Training

Professional Trainings	Frequency	%
Yes	02	0.24
No	826	99.76

Table 4.3.6 depicts that the average percentage in "Yes" was 0.24 % and "No" was

99.76 % about the Participation of School in Projects related to Political Education.

Figure: 16

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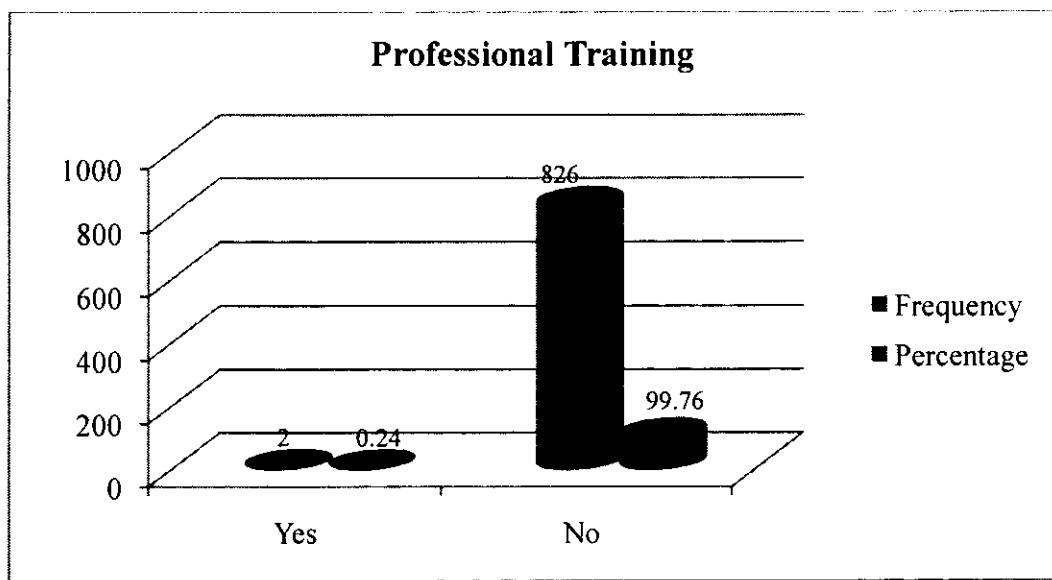
i. Statement Wise Analysis

Table No. 4.3.7
Political Education and Political Awareness in Students

Item No.	Statement	Level	Frequency	%	Mean Score
SP 1	Education of develops political awareness in the students of secondary level	Strongly Agree	522	63.04	4.49
		Agree	254	30.68	
		No Opinion	07	0.85	
		Disagree	27	3.26	
		Strongly Disagree	18	2.17	

Table 4.3.7 shows that 63.04 % of the Teachers responded strongly agreed, 30.68 % agreed, 0.85 % No Opinion, 3.26 % responded disagree and 2.17 % responded strongly disagree about this statement. The mean score for this statement was 4.49.

Table No. 4.3.8
Political Education and Affairs of the State

Item No.	Statement	Level	Frequency	%	Mean Score
SP 2	Political Education develops a sense of awareness regarding the affairs of the state	Strongly Agree	534	64.49	4.50
		Agree	228	27.55	
		No Opinion	33	3.98	
		Disagree	19	2.29	
		Strongly Disagree	14	1.69	

Table 4.3.8 shows that 64.49 % of the Teachers responded strongly agreed, 27.55 % agreed, 3.98 % No Opinion, 2.29 % responded disagree and 1.69 % responded strongly disagree about this statement. The mean score for this statement was 4.50.

Table No. 4.3.9
Political Education and Leadership Traits

Item No.	Statement	Level	Frequency	%	Mean Score
SP 3	Political Education produces better traits of leadership in the students	Strongly Agree	498	60.14	4.30
		Agree	212	25.60	
		No Opinion	21	2.54	
		Disagree	64	7.73	
		Strongly Disagree	33	3.99	

Table 4.3.9 shows that 60.14 % of the Teachers responded strongly agreed, 25.60 % agreed, 2.54 % No Opinion, 7.73 % responded disagree and 3.99 % responded strongly disagree about this statement. The mean score for this statement was 4.30.

Table No. 4.3.10
Introduction of Political Science

Item No.	Statement	Level	Frequency	%	Mean Score
SC 1	Political Science and its Elements	Strongly Agree	01	0.12	1.41
		Agree	06	0.72	
		No Opinion	38	4.59	
		Disagree	247	29.84	
		Strongly Disagree	536	64.73	

Table 4.3.10 shows that 0.12 % of the Teachers responded strongly agreed, 0.72 % agreed, 4.59 % No Opinion, 29.84 % responded disagree and 64.73 % responded strongly disagree about this statement. The mean score for this statement was 1.41.

Table No. 4.3.11
State Concepts

Item No.	Statement	Level	Frequency	%	Mean Score
SC 2	State concepts, theories and its elements	Strongly Agree	08	0.96	1.43
		Agree	21	2.54	
		No Opinion	08	0.96	
		Disagree	248	29.96	
		Strongly Disagree	543	65.58	

Table 4.3.11 shows that 0.96 % of the Teachers responded strongly agreed, 2.54 % agreed, 0.96 % No Opinion, 29.96 % responded disagree and 65.58 % responded strongly disagree about this statement. The mean score for this statement was 1.43.

Table No. 4.3.12
Sovereignty (features, kinds, theories)

Item No.	Statement	Level	Frequency	%	Mean Score
SC 3	Sovereignty (features, kinds, theories)	Strongly Agree	07	0.84	1.34
		Agree	16	1.94	
		No Opinion	02	0.24	
		Disagree	204	24.64	
		Strongly Disagree	599	72.34	

Table 4.3.12 shows that 0.84 % of the Teachers responded strongly agreed, 1.94 %

agreed, 0.24 % No Opinion, 24.64 % responded disagree and 72.34 % responded

strongly disagree about this statement. The mean score for this statement was 1.34.

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Table No. 4.3.13
Government Concepts and its Forms

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Item No.	Statement	Level	Frequency	%	Mean Score
SC 4	Government Concepts, forms (Democracy, Dictatorship etc) and its organs; Legislature, Executive, Judiciary and Media	Strongly Agree	05	0.60	1.32
		Agree	03	0.36	
		No Opinion	06	0.73	
		Disagree	231	27.90	
		Strongly Disagree	583	70.41	

Table 4.3.13 shows that 0.60 % of the Teachers responded strongly agreed, 0.36 %

agreed, 0.73 % No Opinion, 27.90 % responded disagree and 70.41 % responded

strongly disagree about this statement. The mean score for this statement was 1.32.

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Table No. 4.3.14
National Constitution

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Item No.	Statement	Level	Frequency	%	Mean Score
SC 5	National Constitution, Characteristics, and Kinds Constitutions of Pakistan	Strongly Agree	97	11.71	3.09
		Agree	306	36.96	
		No Opinion	56	6.76	
		Disagree	318	38.41	
		Strongly Disagree	51	6.16	

Table 4.3.14 shows that 11.71 % of the Teachers responded strongly agreed, 36.96 %

agreed, 6.76 % No Opinion, 38.41 % responded disagree and 6.16 % responded

strongly disagree about this statement. The mean score for this statement was 3.09.

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Table No. 4.3.15
The Federal Government

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Item No.	Statement	Level	Frequency	%	Mean Score
SC 6	The Federal System, President, Prime Minister, Cabinet	Strongly Agree	06	0.72	1.48
		Agree	32	3.87	
		No Opinion	09	1.08	
		Disagree	283	34.18	
		Strongly Disagree	498	60.15	

Table 4.3.15 shows that 0.72 % of the Teachers responded strongly agreed, 3.87 % agreed, 1.08 % No Opinion, 34.18 % responded disagree and 60.15 % responded strongly disagree about this statement. The mean score for this statement was 1.48.

Table No. 4.3.16
The Parliament

Item No.	Statement	Level	Frequency	%	Mean Score
SC 7	Parliament (National Assembly, Senate, Speakers, Role of parliament, Powers of parliament, Procedure of lawmaking)	Strongly Agree	03	0.36	1.34
		Agree	04	0.48	
		No Opinion	07	0.84	
		Disagree	243	29.36	
		Strongly Disagree	571	68.96	

Table 4.3.16 shows that 0.36 % of the Teachers responded strongly agreed, 0.48 % agreed, 0.84 % No Opinion, 29.36 % responded disagree and 68.96 % responded strongly disagree about this statement. The mean score for this statement was 1.34.

Table No. 4.3.17
The Judiciary

Item No.	Statement	Level	Frequency	%	Mean Score
SC 8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	Strongly Agree	02	0.24	1.39
		Agree	06	0.72	
		No Opinion	09	1.08	
		Disagree	283	34.18	
		Strongly Disagree	528	63.78	

Table 4.3.17 shows that 0.24 % of the Teachers responded strongly agreed, 0.72 % agreed, 1.08 % No Opinion, 34.18 % responded disagree and 63.78 % responded strongly disagree about this statement. The mean score for this statement was 1.39.

Table No. 4.3.18
Election and Electoral System

Item No.	Statement	Level	Frequency	%	Mean Score
SC 9	Election and Electoral System	Strongly Agree	03	0.36	1.35
		Agree	05	0.60	
		No Opinion	03	0.36	
		Disagree	263	31.77	
		Strongly Disagree	554	66.91	

Table 4.3.18 shows that 0.36 % of the Teachers responded strongly agreed, 0.60 %

agreed, 0.36 % No Opinion, 31.77 % responded disagree 66.99 % responded strongly

disagree about this statement. The mean score for this statement was 1.35.

Table No. 4.3.19
Local Government System

Item No.	Statement	Level	Frequency	%	Mean Score
SC10	Local Government System of Pakistan	Strongly Agree	141	17.02	2.78
		Agree	259	31.28	
		No Opinion	03	0.36	
		Disagree	135	16.31	
		Strongly Disagree	290	35.03	

Table 4.3.19 shows that 17.02 % of the Teachers responded strongly agreed, 31.28 %

agreed, 0.36 % No Opinion, 16.31 % responded disagree and 35.03 % responded

strongly disagree about this statement. The mean score for this statement was 2.78.

Table No. 4.3.20
Political Dynamics

Item No.	Statement	Level	Frequency	%	Mean Score
SC11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	Strongly Agree	09	1.08	1.53
		Agree	14	1.69	
		No Opinion	07	0.84	
		Disagree	351	42.40	
		Strongly Disagree	447	53.99	

Table 4.3.20 shows that 1.08 % of the Teachers responded strongly agreed, 1.69 %

agreed, 0.84 % No Opinion, 42.40 % responded disagree and 53.99 % responded

strongly disagree about this statement. The mean score for this statement was 1.53.

Table No. 4.3.21
Constitutional Departments

Item No.	Statement	Level	Frequency	%	Mean Score
SC12	Constitutional Departments, Islamic Ideology Council, National Security Council	Strongly Agree	03	0.36	1.45
		Agree	17	2.05	
		No Opinion	02	0.24	
		Disagree	312	37.68	
		Strongly Disagree	494	59.67	

Table 4.3.21 shows that 0.36 % of the Teachers responded strongly agreed, 2.05 %

agreed, 0.24 % No Opinion, 37.68 % responded disagree and 59.67 % responded

strongly disagree about this statement. The mean score for this statement was 1.45.

Table No. 4.3.22
International Organizations

Item No.	Statement	Level	Frequency	%	Mean Score
SC13	International Organizations	Strongly Agree	04	0.48	1.79
		Agree	58	7.00	
		No Opinion	02	0.24	
		Disagree	462	55.80	
		Strongly Disagree	302	36.48	

Table 4.3.22 shows that 0.48 % of the Teachers responded strongly agreed, 7.00 %

agreed, 0.24 % No Opinion, 55.80 % responded disagree and 36.48 % responded

strongly disagree about this statement. The mean score for this statement was 1.79.

Table No. 4.3.23
Comparison

Item No.	Statement	Level	Frequency	%	Mean Score
SC14	Comparison among Political Systems of other Countries	Strongly Agree	01	0.12	1.35
		Agree	03	0.36	
		No Opinion	01	0.12	
		Disagree	277	33.46	
		Strongly Disagree	546	65.94	

Table 4.3.23 shows that 0.12 % of the Teachers responded strongly agreed, 0.36 %

agreed, 0.12 % No Opinion, 33.46 % responded disagree and 65.94 % responded

strongly disagree about this statement. The mean score for this statement was 1.35.

Table No. 4.3.24
Good Governance

Item No.	Statement	Level	Frequency	%	Mean Score
SC15	Good Governance	Strongly Agree	04	0.48	1.54
		Agree	11	1.32	
		No Opinion	03	0.36	
		Disagree	394	47.59	
		Strongly Disagree	416	50.25	

Table 4.3.24 shows that 0.48 % of the Teachers responded strongly agreed, 1.32 %

agreed, 0.36 % No Opinion, 47.59 % responded disagree and 50.25 % responded

strongly disagree about this statement. The mean score for this statement was 1.54.

Table No. 4.3.25
Status of Political Education

Item No.	Statement	Level	Frequency	%	Mean Score
SC16	Political Education should be taught in the form of a separate compulsory subject at Secondary School Certificate	Strongly Agree	53	6.40	1.81
		Agree	27	3.27	
		No Opinion	19	2.29	
		Disagree	341	41.18	
		Strongly Disagree	388	46.86	

Table 4.3.25 shows that 6.40 % of the Teachers responded strongly agreed, 3.27 %

agreed, 2.29 % No Opinion, 41.18 % responded disagree and 46.86 % responded

strongly disagree about this statement. The mean score for this statement was 1.81.

Table No. 4.3.26
Status of Political Education

Item No.	Statement	Level	Frequency	%	Mean Score
SC17	Political Education should be integrated into the all the compulsory subjects at Secondary School Certificate	Strongly Agree	387	46.73	3.61
		Agree	188	22.71	
		No Opinion	23	2.78	
		Disagree	04	0.48	
		Strongly Disagree	226	27.30	

Table 4.3.26 shows that 46.73 % of the Teachers responded strongly agreed, 22.71 %

agreed, 2.78 % No Opinion, 0.48 % responded disagree and 27.30 % responded

strongly disagree about this statement. The mean score for this statement was 3.61.

Table No. 4.3.27
Status of Political Education

Item No.	Statement	Level	Frequency	%	Mean Score
SC18	Political Education should be an extra curriculum activity	Strongly Agree	129	15.57	2.29
		Agree	82	9.90	
		No Opinion	14	1.69	
		Disagree	281	33.93	

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		Strongly Disagree	322	38.89	

Table 4.3.27 shows that 17.57 % of the Teachers responded strongly agreed, 9.90 % agreed, 1.69 % No Opinion, 33.93 % responded disagree and 38.89 % responded strongly disagree about this statement. The mean score for this statement was 2.29.

Table No. 4.3.28
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 1 (-)	Students select the subject combination by the teachers' choice	Strongly Agree	584	70.53	1.31
		Agree	238	28.74	
		No Opinion	00	00	
		Disagree	05	0.60	
		Strongly Disagree	01	0.12	

Table 4.3.28 shows that 70.53 % of the Teachers responded strongly agreed, 28.74 % agreed, 00 % No Opinion, 0.60 % responded disagree and 0.12 % responded strongly disagree about this statement. The mean score for this statement was 1.31.

Table No. 4.3.29
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 2	Students select the subject combination by their own choice	Strongly Agree	77	9.29	1.92
		Agree	04	0.48	
		No Opinion	94	11.36	
		Disagree	254	30.68	
		Strongly Disagree	399	48.19	

Table 4.3.29 shows that 9.29 % of the Teachers responded strongly agreed, 0.48 % agreed, 11.36 % No Opinion, 30.68 % responded disagree and 48.19 % responded strongly disagree about this statement. The mean score for this statement was 1.92.

Table No. 4.3.30
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 3	Students select the subject combination by following their fellows	Strongly Agree	23	2.77	1.93
		Agree	82	9.90	
		No Opinion	53	6.41	
		Disagree	327	39.49	
		Strongly Disagree	343	41.43	

Table 4.3.30 shows that 2.77 % of the Teachers responded strongly agreed, 9.90 %

agreed, 6.41 % No Opinion, 39.49 % responded disagree and 41.43 % responded

strongly disagree about this statement. The mean score for this statement was 1.93.

Table No. 4.3.31
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 4	Students select the subject combination by the parents' choice	Strongly Agree	30	3.62	1.86
		Agree	116	14.00	
		No Opinion	28	3.39	
		Disagree	193	23.31	
		Strongly Disagree	461	55.68	

Table 4.3.31 shows that 3.62 % of the Teachers responded strongly agreed, 14.00 %

agreed, 3.39 % No Opinion, 23.31 % responded disagree and 55.68 % responded

strongly disagree about this statement. The mean score for this statement was 1.86.

Table No. 4.3.32
Time Allocation

Item No.	Statement	Level	Frequency	%	Mean Score
SE 5	A proper time is spent in teaching of Political Education in your school	Strongly Agree	01	0.12	1.41
		Agree	04	0.48	
		No Opinion	07	0.84	
		Disagree	312	37.68	
		Strongly Disagree	504	60.88	

Table 4.2.32 shows that 0.12 % of the Head Teachers responded strongly agreed, 0.48

% agreed, 0.84 % had No Opinion, only 37.68 % responded disagree 60.88 %

responded strongly disagree about this statement. The mean score for this statement

was 1.41.

Table No. 4.3.33
Is your school participate/participating in Projects related to Political Education?

Item No.	Statement	Level	Frequency	%	Mean Score
SE 6	Your school participates in Projects related to Political	Strongly Agree	21	2.54	1.87
		Agree	25	3.02	
		No Opinion	02	0.24	

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	Education?	Disagree	559	67.51	
		Strongly Disagree	221	26.69	

Table 4.3.33 shows that 2.54 % of the Teachers responded strongly agreed, 3.02 % agreed, 0.24 % No Opinion, 67.51 % responded disagree and 26.69 % responded strongly disagree about this statement. The mean score for this statement was 1.87.

Table No. 4.3.34
School Organizations

Item No	Statement	Yes	No	Yes %	No%
SE 7	Students' Council	02	826	0.24	99.76
SE 8	Organizations affiliated with political parties	00	828	00	100
SE 9	Group which prepared newspapers	04	824	0.48	99.52
SE10	Human Rights Organizations	07	821	0.84	99.16
SE 11	Group conducting the activities to help the society	13	815	1.57	98.43
SE 12	Cultural Associations	03	825	0.36	99.64
SE 13	Computer Club	11	817	1.33	98.67
SE 14	Art or Dramatic Club	17	811	2.05	97.95
Average (Over All)		**07**	**821**	**0.85**	**99.15**

Table No. 4.2.34 depicts that 0.24 % respondents responded in "Yes" and 99.76 % in "NO" about the availability of student Council. Similarly, zero % of the respondents responded in "Yes" and 100 % in "NO" about the availability of the organizations affiliated with political parties at their respective schools, while 0.48 % respondents responded in "Yes" and 99.52 % in "NO" about the availability of group engaged in preparing newspapers in their respective schools. About the availability of Human Rights Organizations 0.84 % respondents responded in "Yes" and 99.16 % in "NO", while 1.57 % respondents responded in "Yes" and 98.43 % in "NO" about the availability of groups involved in helping the society. Similarly 0.36 % respondents responded in "Yes" and 99.64 % in "NO", 1.33 % respondents responded in "Yes" and 98.67 % in "NO" and 2.05 % in "Yes" and 97.95 % in "NO" about the availability of "Cultural Associations", "Computer Clubs" and "Art and Dramatic

Clubs" respectively. Overall average response of teachers in "Yes" was 0.85 % and in

"NO" was 99.15 %.
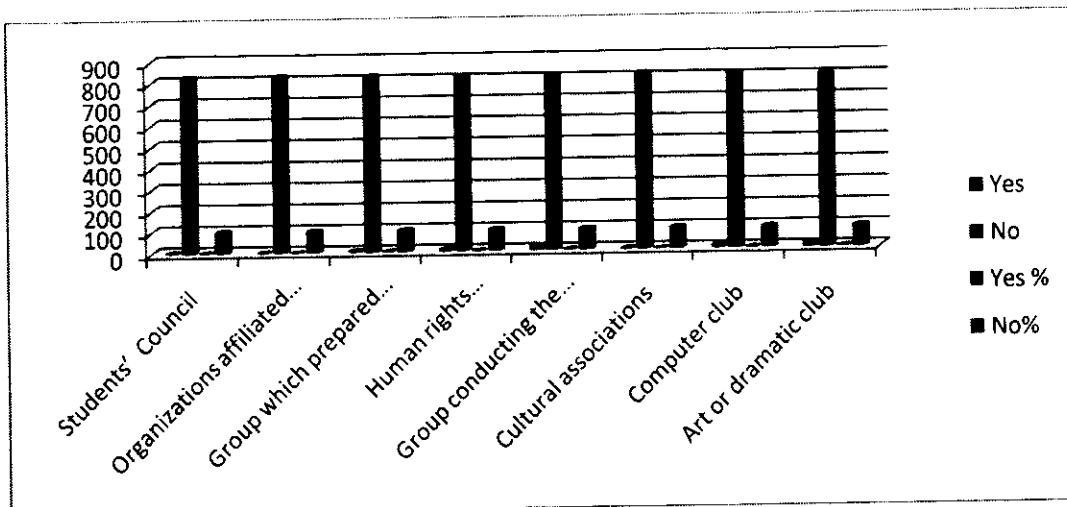
Figure: 17

Table No. 4.3.35
Political Awareness in the Society

Item No.	Statement	Level	Frequency	%	Mean Score
HE 1	The community adjacent to your school have political awareness	Strongly Agree	02	0.24	1.27
		Agree	04	0.48	
		No Opinion	16	1.94	
		Disagree	174	21.01	
		Strongly Disagree	632	76.33	

Table 4.2.35 shows that 0.24 % of the Teachers responded strongly agreed, 0.48 %

agreed, 1.94 % had No Opinion, 21.01 % responded disagree and 76.33 % responded

strongly disagree about this statement. The mean score for this statement was 1.27.

Table No. 4.3.36
Political Awareness in the Parents

Item No.	Statement	Level	Frequency	%	Mean Score
HE 2	The parents of the students involved in political activities	Strongly Agree	08	0.96	1.66
		Agree	34	4.11	
		No Opinion	16	1.93	
		Disagree	382	46.14	
		Strongly Disagree	388	46.86	

Table 4.2.36 shows that 0.96 % of the Teachers responded strongly agreed, 4.11 %

agreed, 1.93 % had No Opinion, 46.14 % responded disagree and 46.86 % responded

strongly disagree about this statement. The mean score for this statement was 1.66.

Table No. 4.3.37
Political Awareness in the Students

Item No.	Statement	Level	Frequency	%	Mean Score
HE 3	The students of your school have political awareness/knowledge	Strongly Agree	06	0.72	1.37
		Agree	06	0.72	
		No Opinion	18	2.18	
		Disagree	234	28.26	
		Strongly Disagree	564	68.12	

Table 4.2.37 shows that 0.72 % of the Teachers responded strongly agreed, 0.72 %

agreed, 2.18 % had No Opinion, 28.26 % responded disagree and 68.12 % responded

strongly disagree about this statement. The mean score for this statement was 1.37.

Table 4.3.38
Assessment of Statements (Means Score)

Statements No	Mean Score	Statements No	Mean Score
SP2	4.50	SC15	1.54
SP1	4.49	SC11	1.53
SP3	4.30	SC6	1.48
		SC12	1.45
SC17	3.61	SC2	1.43
SC5	3.09	SC1	1.41
		SE5	1.41
SC10	2.78	SC8	1.39
SC18	2.29	HE3	1.37
SE3	1.93	SC9	1.35
SE2	1.92	SC14	1.35
SE6	1.87	SC3	1.34
SE4	1.86	SC7	1.34
SC16	1.81	SC4	1.32
SC13	1.79	SE1	1.31
HE2	1.66	HE1	1.27
Average Mean Score of 30 Statements = 2.02			
Variables	**Statements**	**Norm Score**	**Mean Score**
Significance of Politics (SP)	03	09	13.29
School Curriculum (SC)	18	54	32.22
School Environment (SE)	06	18	10.26
Home Environment (HE)	03	09	4.29

Table No. 4.3.38 points out that twenty five (25) statements showed negative level of acceptance on the part of the Teachers. Only 02 statements showed relatively low level of acceptance. While on three items the acceptance level were more than moderate and mean score of these three items was 4.43 and the overall mean score of the questionnaire was 2.02. The average mean score of variable SP was 13.29 which showed the highest level of acceptance of the significance of the Political Education, the average mean score of the variable SC was 32.22 which showed the lower level of acceptance of the respondent. When the opinion of the Teachers was asked about the environment of school the mean score was 10.26 which showed the lowest level of acceptance. Similarly the average mean score 4.29 of the variable HE showed the poor status of political awareness of the adjacent area of the school.

Table No 4.3.39
Questionnaire Wise Analysis of Teachers
No. of statements = 30, Maximum Score = 150, Norm Score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'^2
76 –80	04	78	4	312	1248
71 –75	125	73	3	219	657
66 –70	130	68	2	136	272
61 – 65	107	63	1	63	63
56 – 60	235	58	0	00	00
51 – 55	87	53	-1	-53	53
46 – 50	76	48	-2	-96	192
41 – 45	64	43	-3	-129	387
	N = 828		$\sum x' = 04$	$\sum fx' = 452$	$\sum fx'^2 = 2872$

M.P = Mid Value or Mid-Point = 58

Mean = 60.72

SD = 08

Table No 4.3.40
Questionnaire Wise Analysis of Teachers (Male)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'^2
76 – 80	04	78	4	16	64
71 – 75	88	73	3	264	792
66 – 70	66	68	2	122	244
61 – 65	61	63	1	61	61

Class intervals	Frequency	Mid value	x'	fx'	fx'^2
56 – 60	119	58	0	00	00
51 – 55	42	53	-1	-42	42
46 – 50	25	48	-2	-50	100
41 – 45	09	43	-3	-27	81
	N = 414		$\sum x' = 04$	$\sum fx' = 405$	$\sum fx'^2 = 1384$

M.P = Mid Value or Mid-Point = 58

Mean = 62.89

SD = 8

Table No 4.3.41
Questionnaire Wise Analysis of Teachers (Male Urban)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'^2
76 – 80	04	78	4	16	64
71 – 75	46	73	3	138	414
66 – 70	34	68	2	68	136
61 – 65	31	63	1	31	31
56 – 60	60	58	0	00	00
51 – 55	22	53	-1	-22	22
46 – 50	11	48	-2	-22	44
	N = 208		$\sum x' = 07$	$\sum fx' = 209$	$\sum fx'^2 = 711$

M.P = Mid Value or Mid-Point = 58

Mean = 63.02

SD = 8

Table No 4.3.42
Questionnaire Wise Analysis of Teachers (Male Rural)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'^2
71 – 75	42	73	3	126	378
66 – 70	32	68	2	64	128
61 – 65	30	63	1	30	30
56 – 60	59	58	0	00	00
51 – 55	20	53	-1	-20	20
46 – 50	14	48	-2	-28	56
41 – 45	09	43	-3	-27	81
	N = 206		$\sum x' = 00$	$\sum fx' = 145$	$\sum fx'^2 = 693$

M.P = Mid Value or Mid-Point = 58

Mean = 61.51

SD = 08

155

Table No 4.3.43
Questionnaire Wise Analysis of Teachers (Female)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
71 – 75	37	73	3	111	333
66 – 70	64	68	2	128	256
61 – 65	46	63	1	46	46
56 – 60	116	58	0	00	00
51 – 55	45	53	-1	-45	45
46 – 50	51	48	-2	-102	204
41 – 45	55	43	-3	-165	495
	N = 414		$\sum x^/ = 00$	$\sum fx^/ = -27$	$\sum fx^{/2} = 1379$

M.P = Mid Value or Mid-Point = 58

Mean = 57.68

SD = 09

Table No 4.3.44
Questionnaire Wise Analysis of Teachers (Female Urban)
No. of statements = 30, Maximum score = 150, Norm score = 90

Class intervals (C – I)	Frequency (f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
71 – 75	37	73	3	111	333
66 – 70	32	68	2	64	128
61 – 65	27	63	1	27	27
56 – 60	56	58	0	00	00
51 – 55	19	53	-1	-19	19
46 – 50	23	48	-2	-46	92
41 – 45	14	43	-3	-42	84
	N = 208		$\sum x^/ = 00$	$\sum fx^/ = 95$	$\sum fx^{/2} = 683$

M.P = 58

Mean = 60.28

SD = 9

Table No 4.3.45
Questionnaire Wise Analysis of Teachers (Female Rural)
No. of statements = 30, Maximum score = 150, Norm score = 90

C – I	Frequency (f)	X	$x^/$	$fx^/$	$fx^{/2}$
66 – 70	32	68	2	64	128
61 – 65	19	63	1	19	19
56 – 60	60	58	0	00	00
51 – 55	26	53	-1	-26	26
46 – 50	28	48	-2	-56	112
41 – 45	41	43	-3	-82	164

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	N = 206		$\sum x' = 03$	$\sum f x' = -81$	$\sum f x'^2 = 449$

M.P = Mid Value or Mid-Point = 58

Mean = 56.04

SD = 7

4.4 Analysis of Students' Questionnaire

Table No. 4.4.1
Gender

Gender	Frequency	%
Male	621	50
Female	621	50

Table 4.4.1 depicts that 50.00 % of the respondents were Male and 50.00 % were Female in this study sample.
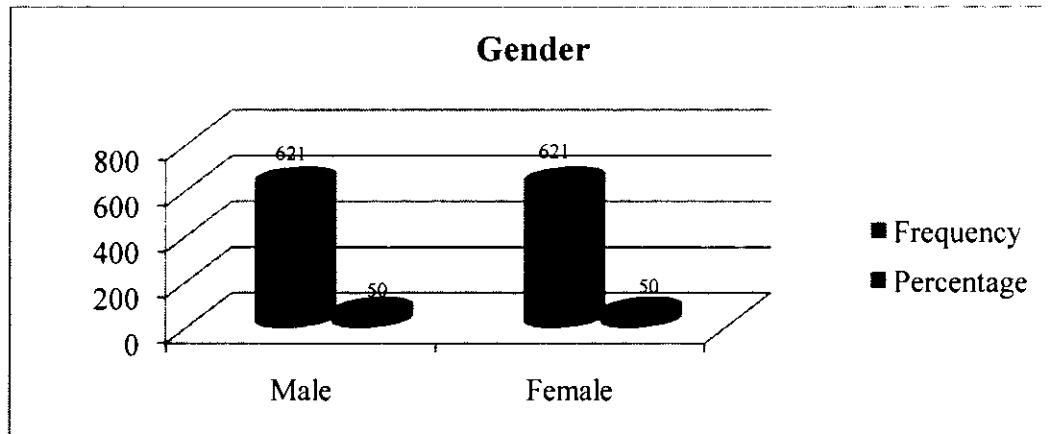
Figure: 18

Table No. 4.4.2
Location

Gender	Frequency	%
Urban	624	50.24
Rural	618	49.76

Table 4.4.2 depicts that 50.24 % students were from urban area and 49.76 % belonged to rural area of the Punjab.

Location
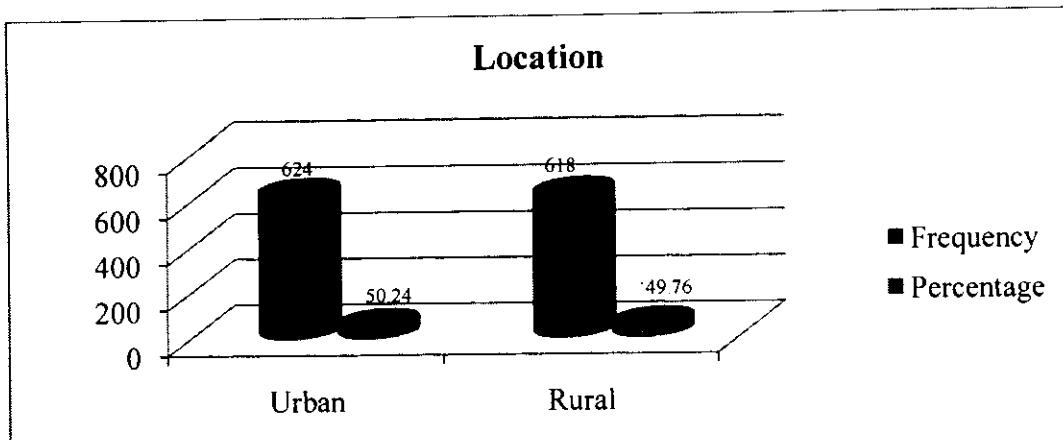
Figure: 19

Table No. 4.4.3
Family Background

Category	Frequency	%
Political	17	1.37
Non-political	1225	98.63

Table 4.4.3 depicts that 1.37 % students had political background and 98.63 % had no

affiliation political background.

Family Background
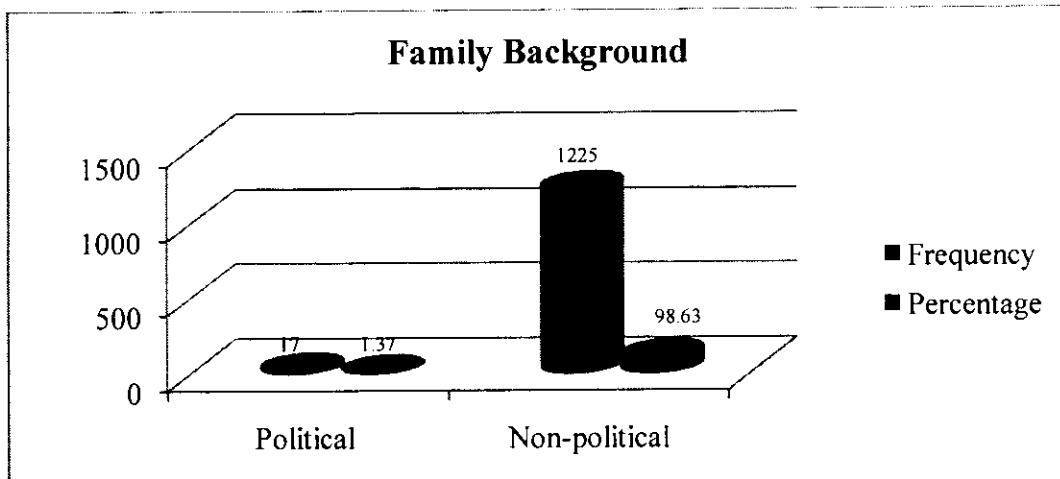
Figure: 20

Table No. 4.4.4
Interest in Politics

Interest	Frequency	%
Yes	27	2.18
Non	1215	97.82

Table 4.4.4 depicts that 2.18 % students showed interest in politics and 98.63 % had

no inclination with politics.

158
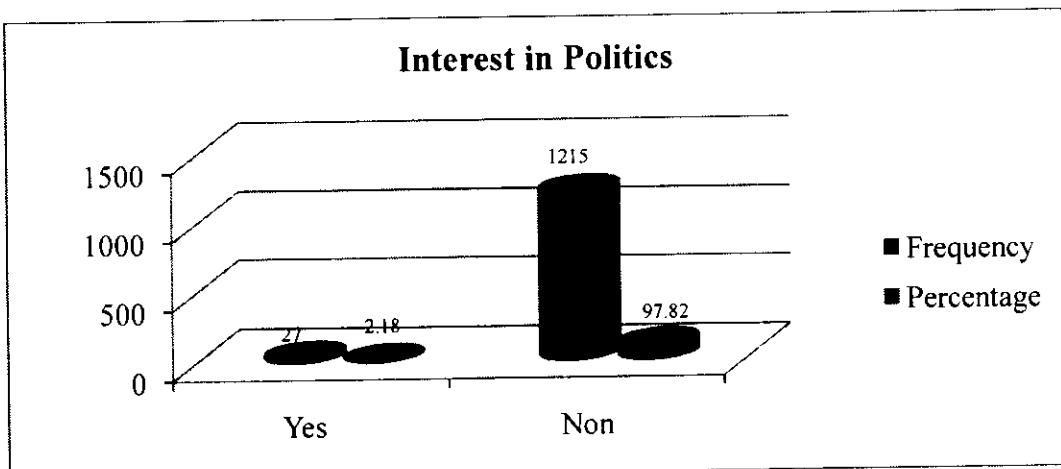
Figure: 21

4.4.1 Statement wise Analysis Students

Table No. 4.4.5
Introduction of Political Science

Item No.	Statement	Level	Frequency	%	Mean Score
SC 1	Political Science and its Elements	Strongly Agree	01	0.08	1.28
		Agree	06	0.48	
		No Opinion	38	3.06	
		Disagree	261	21.02	
		Strongly Disagree	936	75.36	

Table 4.4.5 shows that 0.08 % of the Students responded strongly agreed, 0.48 % agreed, 3.06 % No Opinion, 21.02 % responded disagree and 75.36 % responded strongly disagree about this statement. The mean score for this statement was 1.28.

Table No. 4.4.6
State Concepts

Item No.	Statement	Level	Frequency	%	Mean Score
SC 2	State concepts, theories and its elements	Strongly Agree	08	0.64	1.28
		Agree	21	1.69	
		No Opinion	08	0.64	
		Disagree	248	19.97	
		Strongly Disagree	957	77.06	

Table 4.4.6 shows that 0.64 % of the Students responded strongly agreed, 1.69 % agreed, 0.64 % No Opinion, 19.97 % responded disagree and 77.06 % responded strongly disagree about this statement. The mean score for this statement was 1.28.

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Table No. 4.4.7
Sovereignty (features, kinds, theories)

Item No.	Statement	Level	Frequency	%	Mean Score
SC 3	Sovereignty (features, kinds, theories)	Strongly Agree	27	2.17	1.39
		Agree	56	4.51	
		No Opinion	02	0.16	
		Disagree	204	16.43	
		Strongly Disagree	953	76.73	

Table 4.4.7 shows that 2.17 % of the Students responded strongly agreed, 4.51 % agreed, 0.16 % No Opinion, 16.43 % responded disagree and 76.73 % responded strongly disagree about this statement. The mean score for this statement was 1.39.

Table No. 4.4.8
Government Concepts and its Forms

Item No.	Statement	Level	Frequency	%	Mean Score
SC 4	Government Concepts, forms (Democracy, Dictatorship etc) and its organs; Legislature, Executive, Judiciary and Media	Strongly Agree	05	0.40	1.21
		Agree	03	0.24	
		No Opinion	06	0.48	
		Disagree	231	18.60	
		Strongly Disagree	997	80.28	

Table 4.4.13 shows that 0.40 % of the Students responded strongly agreed, 0.24 % agreed, 0.48 % No Opinion, 18.60 % responded disagree and 80.28 % responded strongly disagree about this statement. The mean score for this statement was 1.21.

Table No. 4.4.9
National Constitution

Item No.	Statement	Level	Frequency	%	Mean Score
SC 5	National Constitution, Characteristics, and Kinds Constitutions of Pakistan	Strongly Agree	97	7.81	2.39
		Agree	306	24.64	
		No Opinion	56	4.51	
		Disagree	318	25.60	
		Strongly Disagree	465	37.44	

Table 4.4.9 shows that 7.81 % of the Students responded strongly agreed, 24.64 % agreed, 4.51 % No Opinion, 25.60 % responded disagree and 37.44 % responded strongly disagree about this statement. The mean score for this statement was 2.39.

Table No. 4.4.10
The Federal Government

Item No.	Statement	Level	Frequency	%	Mean Score
SC 6	The Federal System, President, Prime Minister, Cabinet	Strongly Agree	06	0.48	1.34
		Agree	32	2.58	
		No Opinion	09	0.72	
		Disagree	283	22.79	
		Strongly Disagree	912	73.43	

Table 4.4.10 shows that 0.48 % of the Students responded strongly agreed, 2.58 % agreed, 0.72 % No Opinion, 22.79 % responded disagree and 73.43 % responded strongly disagree about this statement. The mean score for this statement was 1.34.

Table No. 4.4.11
The Parliament

Item No.	Statement	Level	Frequency	%	Mean Score
SC 7	Parliament (National Assembly, Senate, Speakers, Role of parliament, Powers of parliament, Procedure of lawmaking)	Strongly Agree	03	0.24	1.22
		Agree	04	0.32	
		No Opinion	07	0.56	
		Disagree	243	19.57	
		Strongly Disagree	985	79.31	

Table 4.4.11 shows that 0.24 % of the Students responded strongly agreed, 0.32 % agreed, 0.56 % No Opinion, 19.57 % responded disagree and 79.31 % responded strongly disagree about this statement. The mean score for this statement was 1.22.

Table No. 4.4.12
The Judiciary

Item No.	Statement	Level	Frequency	%	Mean Score
SC 8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	Strongly Agree	02	0.16	1.26
		Agree	06	0.48	
		No Opinion	09	0.72	
		Disagree	283	22.79	
		Strongly Disagree	942	75.85	

Table 4.4.12 shows that 0.16 % of the Students responded strongly agreed, 0.48 % agreed, 0.72 % No Opinion, 22.79 % responded disagree and 75.85 % responded strongly disagree about this statement. The mean score for this statement was 1.26.

Table No. 4.4.13
Election and Electoral System

Item No.	Statement	Level	Frequency	%	Mean Score
SC 9	Election and Electoral System	Strongly Agree	03	0.24	1.25
		Agree	05	0.40	
		No Opinion	03	0.24	
		Disagree	277	22.31	
		Strongly Disagree	954	76.81	

Table 4.4.13 shows that 0.24 % of the Students responded strongly agreed, 0.40 % agreed, 0.24 % No Opinion, 22.31 % responded disagree 76.81 % responded strongly disagree about this statement. The mean score for this statement was 1.25.

Table No. 4.4.14
Local Government System

Item No.	Statement	Level	Frequency	%	Mean Score
SC10	Local Government System of Pakistan	Strongly Agree	141	11.35	2.51
		Agree	359	28.91	
		No Opinion	03	0.24	
		Disagree	235	18.92	
		Strongly Disagree	504	40.58	

Table 4.4.14 shows that 11.35 % of the Students responded strongly agreed, 28.91 % agreed, 0.24 % No Opinion, 18.92 % responded disagree and 40.58 % responded strongly disagree about this statement. The mean score for this statement was 2.51.

Table No. 4.4.15
Political Dynamics

Item No.	Statement	Level	Frequency	%	Mean Score
SC11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	Strongly Agree	09	0.72	1.35
		Agree	14	1.12	
		No Opinion	07	0.56	
		Disagree	351	28.27	
		Strongly Disagree	861	69.33	

Table 4.4.15 shows that 0.72 % of the Students responded strongly agreed, 1.12 % agreed, 0.56 % No Opinion, 28.27 % responded disagree and 69.33 % responded strongly disagree about this statement. The mean score for this statement was 1.35.

Table No. 4.4.16
Constitutional Departments

Item No.	Statement	Level	Frequency	%	Mean Score
SC12	Constitutional Departments, Islamic Ideology Council, National Security Council	Strongly Agree	03	0.24	1.30
		Agree	17	1.37	
		No Opinion	02	0.16	
		Disagree	312	25.12	
		Strongly Disagree	908	73.11	

Table 4.4.16 shows that 0.24 % of the Students responded strongly agreed, 1.37 % agreed, 0.16 % No Opinion, 25.12 % responded disagree and 73.11 % responded strongly disagree about this statement. The mean score for this statement was 1.30.

Table No. 4.4.17
International Organizations

Item No.	Statement	Level	Frequency	%	Mean Score
SC13	International Organizations	Strongly Agree	04	0.32	1.52
		Agree	58	4.67	
		No Opinion	02	0.16	
		Disagree	462	37.20	
		Strongly Disagree	716	57.65	

Table 4.4.17 shows that 0.32 % of the Students responded strongly agreed, 4.67 % agreed, 0.16 % No Opinion, 37.20 % responded disagree and 57.65 % responded strongly disagree about this statement. The mean score for this statement was 1.52.

Table No. 4.4.18
Comparison

Item No.	Statement	Level	Frequency	%	Mean Score
SC14	Comparison among Political Systems of other Countries	Strongly Agree	02	0.16	1.23
		Agree	03	0.24	
		No Opinion	01	0.08	
		Disagree	277	22.30	
		Strongly Disagree	959	77.22	

Table 4.4.18 shows that 0.16 % of the Students responded strongly agreed, 0.24 % agreed, 0.08 % No Opinion, 22.30 % responded disagree and 77.22 % responded strongly disagree about this statement. The mean score for this statement was 1.23.

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Table No. 4.4.19
Good Governance

Item No.	Statement	Level	Frequency	%	Mean Score
SC15	Good Governance	Strongly Agree	03	0.24	1.35
		Agree	11	0.89	
		No Opinion	03	0.24	
		Disagree	394	31.72	
		Strongly Disagree	831	66.91	

Table 4.4.19 shows that 0.24 % of the Students responded strongly agreed, 0.89 % agreed, 0.24 % No Opinion, 31.72 % responded disagree and 66.91 % responded strongly disagree about this statement. The mean score for this statement was 1.35.

Table No. 4.4.20
Status of Political Education

Item No.	Statement	Level	Frequency	%	Mean Score
SC16	Political Education should be taught in the form of a separate compulsory subject at Secondary School Certificate	Strongly Agree	53	4.27	1.54
		Agree	27	2.17	
		No Opinion	19	1.53	
		Disagree	341	27.46	
		Strongly Disagree	802	64.57	

Table 4.4.20 shows that 4.27 % of the Students responded strongly agreed, 2.17 % agreed, 1.53 % No Opinion, 27.46 % responded disagree and 64.57 % responded strongly disagree about this statement. The mean score for this statement was 1.54.

Table No. 4.4.21
Status of Political Education

Item No.	Statement	Level	Frequency	%	Mean Score
SC17	Political Education should be integrated into the all the compulsory subjects at Secondary School Certificate	Strongly Agree	586	47.18	3.38
		Agree	188	15.14	
		No Opinion	23	1.85	
		Disagree	04	0.32	
		Strongly Disagree	441	35.51	

Table 4.4.21 shows that 47.18 % of the Students responded strongly agreed, 15.14 % agreed, 1.85 % No Opinion, 0.32 % responded disagree and 35.51 % responded strongly disagree about this statement. The mean score for this statement was 3.38.

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Table No. 4.4.22
Status of Political Education

Item No.	Statement	Level	Frequency	%	Mean Score
SC18	Political Education should be an extra curriculum activity	Strongly Agree	29	2.33	1.78
		Agree	182	14.65	
		No Opinion	14	1.13	
		Disagree	281	22.62	
		Strongly Disagree	736	59.26	

Table 4.4.22 shows that 2.33 % of the Students responded strongly agreed, 14.65 % agreed, 1.13 % No Opinion, 22.62 % responded disagree and 59.26 % responded strongly disagree about this statement. The mean score for this statement was 1.78.

Table No. 4.4.23
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 1 (-)	You select the subject combination by the teachers' choice	Strongly Agree	998	80.36	1.21
		Agree	238	19.16	
		No Opinion	00	00	
		Disagree	05	0.40	
		Strongly Disagree	01	0.08	

Table 4.4.23 shows that 80.36 % of the Students responded strongly agreed, 19.16 % agreed, 00 % No Opinion, 0.40 % responded disagree and 0.08 % responded strongly disagree about this statement. The mean score for this statement was 1.21.

Table No. 4.4.24
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 2	You selects the subject combination by your own choice	Strongly Agree	07	0.56	1.23
		Agree	04	0.32	
		No Opinion	00	00	
		Disagree	254	20.45	
		Strongly Disagree	977	78.67	

Table 4.4.24 shows that 0.56 % of the Students responded strongly agreed, 0.32 % agreed, 00 % No Opinion, 20.45 % responded disagree and 78.67 % responded strongly disagree about this statement. The mean score for this statement was 1.23.

Table No. 4.4.25
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 3	You select the subject combination by following your fellows	Strongly Agree	23	1.86	1.31
		Agree	16	1.29	
		No Opinion	08	0.64	
		Disagree	226	18.19	
		Strongly Disagree	969	78.02	

Table 4.4.25 shows that 1.86 % of the Students responded strongly agreed, 1.29 % agreed, 0.64 % No Opinion, 18.19 % responded disagree and 78.02 % responded strongly disagree about this statement. The mean score for this statement was 1.31.

Table No. 4.4.26
Selection of Subject Combination

Item No.	Statement	Level	Frequency	%	Mean Score
SE 4	You select the subject combination by the parents' Choice	Strongly Agree	130	10.47	1.89
		Agree	116	9.34	
		No Opinion	28	2.25	
		Disagree	193	15.54	
		Strongly Disagree	775	62.40	

Table 4.4.26 shows that 10.47 % of the Students responded strongly agreed, 9.34 % agreed, 2.25 % No Opinion, 15.54 % responded disagree and 62.40 % responded strongly disagree about this statement. The mean score for this statement was 1.89.

Table No. 4.4.27
Time Allocation

Item No.	Statement	Level	Frequency	%	Mean Score
SE 5	A proper time is spent in teaching of Political Education in your school	Strongly Agree	01	0.08	1.27
		Agree	04	0.32	
		No Opinion	07	0.56	
		Disagree	312	25.12	
		Strongly Disagree	918	73.92	

Table 4.4.27 shows that 0.08 % of the Students responded strongly agreed, 0.32 % agreed, 0.56 % had No Opinion, 25.12 % responded disagree 73.92 % responded strongly disagree about this statement. The mean score for this statement was 1.27.

Table No. 4.4.28
Projects Related to Politics

Item No.	Statement	Level	Frequency	%	Mean Score
SE 6	Your school participates in Projects related to Political Education?	Strongly Agree	21	1.70	1.58
		Agree	25	2.01	
		No Opinion	02	0.16	
		Disagree	559	45.00	
		Strongly Disagree	635	51.13	

Table 4.4.28 shows that 1.70 % of the Students responded strongly agreed, 2.01 % agreed, 0.16 % No Opinion, 45.00 % responded disagree and 51.13 % responded strongly disagree about this statement. The mean score for this statement was 1.58.

Table No. 4.4.29
School Organizations

Item No	Statement	Yes	No	Yes %	No%
SE 7	Students' Council	3	1239	0.24	99.76
SE 8	Organizations affiliated with political parties	0	1242	0	100
SE 9	Group which prepared newspapers	12	1230	0.96	99.04
SE10	Human Rights Organizations	7	1235	0.56	99.44
SE 11	Group conducting the activities to help the society	17	1225	1.37	98.63
SE 12	Cultural Associations	3	1239	0.24	99.76
SE 13	Computer Club	11	1231	1.88	98.12
SE 14	Art or Dramatic Club	17	1225	1.37	98.63
	Average (Over All)	09	1234	0.83	99.17

Table No. 4.4.29 depicts that 0.24 % respondents responded in "Yes" and 99.76 % in "NO" about the availability of student Council. Similarly, zero % of the respondents responded in "Yes" and 100 % in "NO" about the availability of the organizations affiliated with political parties at their respective schools, while 0.96 % respondents responded in "Yes" and 99.04 % in "NO" about the availability of group engaged in preparing newspapers in their respective schools. About the availability of Human Rights Organizations 0.56 % students responded in "Yes" and 99.44% responded in "No", while 1.37 % respondents responded in "Yes" and 98.63 % in "NO" about the availability of groups involved in helping the society. Similarly 0.24 % respondents

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responded in "Yes" and 99.76 % in "NO", 1.88 % respondents responded in "Yes" and 98.12 % in "NO" and 1.37 % in "Yes" and 98.63 % in "NO" about the availability of "Cultural Associations", "Computer Clubs" and "Art and Dramatic Clubs" respectively. Over all the 0.83 % respondents responded in "Yes" and 99.17 % in "NO".
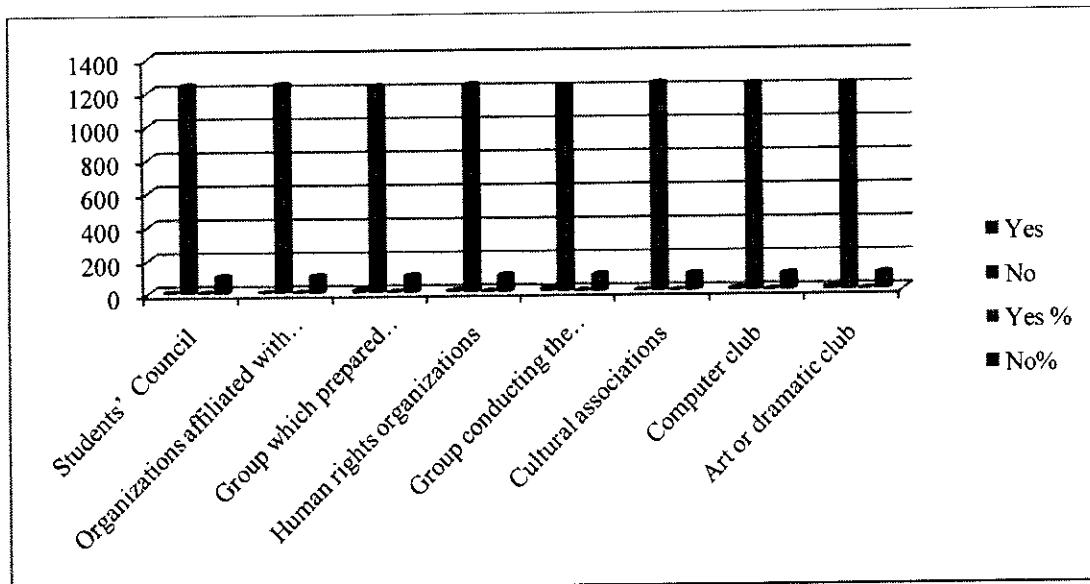
Figure: 22

Table No. 4.4.30
Political Awareness in the Society

Item No.	Statement	Level	Frequency	%	Mean Score
HE 1	There is any discussion of politics in your home area	Strongly Agree	02	0.16	1.26
		Agree	04	0.32	
		No Opinion	16	1.29	
		Disagree	274	22.06	
		Strongly Disagree	946	76.17	

Table 4.4.30 shows that 0.16 % of the Students responded strongly agreed, 0.32 % agreed, 1.29 % had No Opinion, 22.06 % responded disagree and 76.17 % responded strongly disagree about this statement. The mean score for this statement was 1.26.

Table No. 4.4.31
Political Awareness in the Parents

Item No.	Statement	Level	Frequency	%	Mean Score
HE 2	Your parents have any relationship with any political party	Strongly Agree	08	0.64	1.44
		Agree	34	2.74	
		No Opinion	16	1.29	
		Disagree	382	30.76	
		Strongly Disagree	802	64.57	

Table 4.4.31 shows that 0.64 % of the Students responded strongly agreed, 2.74 % agreed, 1.29 % had No Opinion, 30.76 % responded disagree and 64.57 % responded strongly disagree about this statement. The mean score for this statement was 1.44.

Table No. 4.4.32
Political Awareness in the Students

Item No.	Statement	Level	Frequency	%	Mean Score
HE 3	Your parents or any other family member discuss politics with you	Strongly Agree	06	0.48	1.33
		Agree	06	0.48	
		No Opinion	18	1.45	
		Disagree	334	26.90	
		Strongly Disagree	878	70.69	

Table 4.4.32 shows that 0.48 % of the Students responded strongly agreed, 0.48 % agreed, 1.45 % had No Opinion, 26.90 % responded disagree and 70.69 % responded strongly disagree about this statement. The mean score for this statement was 1.33.

Table 4.4.33
Assessment of Statements (Means Score)

Statements No	Mean Score	Statements No	Mean Score
SC 17	3.38	HE 3	1.33
		SE 3	1.31
SC 10	2.51	SC 12	1.3
SC 5	2.39	SC 1	1.28
		SC 2	1.28
SE 4	1.89	SE 5	1.27
SC 18	1.78	SC 8	1.26
SE 6	1.58	HE 1	1.26
SC 13	1.52	SC 9	1.25
HE 2	1.44	SC 14	1.23
SC 3	1.39	SE 2	1.23
SC 11	1.35	SC 7	1.22
SC 15	1.35	SC 4	1.21

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SC 6	1.34	SE 1		1.21
SC 16	1.34			
Average Mean Score of 27 Statements = 1.5				

Variables	Statements	Norm Score	Mean Score
School Curriculum (SC)	18	54	28.26
School Environment (SE)	06	18	8.46
Home Environment (HE)	03	09	4.02

Table No. 4.4.33 points out that twenty six (26) statements showed negative level of acceptance on the part of the Students. Only 01 statement showed relatively low level of acceptance. The average mean score of the variable SC was 28.26 which showed the lower level of acceptance of the respondent. When the opinion of the Head Teachers was asked about the environment of school the average mean score was 8.46 which showed the lowest level of acceptance. Similarly the average mean score 4.02 of the variable HE showed the poor status of political awareness of the adjacent area of the school.

Table No 4.4.34
Questionnaire Wise Analysis of Students
No. of statements = 27, Maximum Score = 135, Norm Score = 81

(C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'^2
56 – 60	68	58	5	340	1700
51 – 55	56	53	4	224	896
46 – 50	169	48	3	507	1521
41 – 45	292	43	2	584	1168
36 – 40	230	38	1	230	230
31 – 35	427	33	0	00	00
	N = 1242		$\sum x' = 15$	$\sum fx' = 1885$	$\sum fx'^2 = 5515$

M.P = Mid Value or Mid-Point = 33

Mean = 40.58

SD = 07.45

Table No 4.4.35
Questionnaire Wise Analysis of Students (Male)
No. of statements = 27, Maximum Score = 135, Norm Score = 81

(C – I)	Frequency (f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
56 – 60	39	58	5	195	975
51 – 55	31	53	4	124	496
46 – 50	83	48	3	249	747
41 – 45	142	43	2	284	568
36 – 40	116	38	1	116	116
31 – 35	210	33	0	00	00
	N = 621		$\sum x^/ = 15$	$\sum fx^/ = 968$	$\sum fx^{/2} = 2902$

M.P = Mid Value or Mid-Point = 33

Mean = 40.79

SD = 7.49

Table No 4.4.36
Questionnaire Wise Analysis of Students (Male Urban)
No. of statements = 27, Maximum Score = 135, Norm Score = 81

(C – I)	Frequency (f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
56 – 60	21	58	5	105	525
51 – 55	13	53	4	52	208
46 – 50	41	48	3	123	369
41 – 45	73	43	2	146	292
36 – 40	63	38	1	63	63
31 – 35	101	33	0	00	00
	N = 312		$\sum x^/ = 15$	$\sum fx^/ = 489$	$\sum fx^{/2} = 1457$

M.P = Mid Value or Mid-Point = 33

Mean = 40.83

SD = 7.43

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Table No 4.4.37
Questionnaire Wise Analysis of Students (Male Rural)
No. of statements = 27, Maximum Score = 135, Norm Score = 81

(C – I)	Frequency (f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
56 – 60	18	58	5	90	450
51 – 55	18	53	4	72	288
46 – 50	42	48	3	126	378
41 – 45	69	43	2	138	276
36 – 40	53	38	1	53	53
31 – 35	109	33	0	00	00
	N = 309		$\sum x^/ = 15$	$\sum fx^/ = 379$	$\sum fx^{/2} = 1445$

M.P = Mid Value or Mid-Point = 33

Mean = 39.13

SD = 8.91

Table No 4.4.38
Questionnaire Wise Analysis of Students (Female)
No. of statements = 27, Maximum Score = 135, Norm Score = 81

(C – I)	Frequency (f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
56 – 60	29	58	5	145	725
51 – 55	25	53	4	100	400
46 – 50	86	48	3	258	774
41 – 45	150	43	2	300	600
36 – 40	114	38	1	114	114
31 – 35	217	33	0	00	00
	N = 621		$\sum x^/ = 15$	$\sum fx^/ = 917$	$\sum fx^{/2} = 2613$

M.P = Mid Value or Mid-Point = 33

Mean = 40.38

SD = 7.11

Table No 4.4.39
Questionnaire Wise Analysis of Students (Female Urban)
No. of statements = 27, Maximum Score = 135, Norm Score = 81

(C – I)	Frequency (f)	Mid value (X)	$x^/$	$fx^/$	$fx^{/2}$
56 – 60	20	58	5	100	500
51 – 55	14	53	4	56	224

(C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'²
46 – 50	36	48	3	108	324
41 – 45	75	43	2	150	300
36 – 40	61	38	1	61	61
31 – 35	106	33	0	00	00
	N =312		$\sum x' = 15$	$\sum f x' = 475$	$\sum f x'^2 = 1409$

M.P = Mid Value or Mid-Point = 33

Mean = 40.61

SD = 7.42

Table No 4.4.40
Questionnaire Wise Analysis of Students (Female Rural)
No. of statements = 27, Maximum Score = 135, Norm Score = 81

(C – I)	Frequency (f)	Mid value (X)	x'	fx'	fx'²
56 – 60	9	58	5	45	225
51 – 55	11	53	4	44	176
46 – 50	50	48	3	150	450
41 – 45	75	43	2	150	300
36 – 40	53	38	1	53	53
31 – 35	111	33	0	00	00
	N = 309		$\sum x' = 15$	$\sum f x' = 442$	$\sum f x'^2 = 1204$

M.P = Mid Value or Mid-Point = 33

Mean = 40.15

SD = 6.81

4.5   Analysis of Achievement Test (Students)

Table No 4.5.1
Analysis of Achievement Test Students (Male & Female)

Sr. No	Short Questions	Correct		Incorrect	
		F	%	F	%
SQ 1	Who used the word "Politics" first time in the history?	22	1.77	1220	98.23
SQ 2	Which is the administrative political system of Pakistan?	0	0.00	1242	100.00
SQ 3	Name the first state which came on the base of ideology?	14	1.13	1228	98.87
SQ 4	Who is sovereign in Islamic concept of Sovereignty?	233	18.76	1009	81.24
SQ 5	Who said "Democracy is the government of the people, by the people, for the	96	7.73	1146	92.27

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	people"?				
SQ 6	Name the country whose political system is the mother of all political systems of the world?	16	1.29	1226	98.71
SQ 7	Who is the Head in Parliamentary form of Government?	46	3.70	1196	96.30
SQ 8	How many members are there in the present National Assembly of Pakistan?	213	17.15	1029	82.85
SQ 9	Name the present Chairman of Senate of Pakistan?	71	5.72	1171	94.28
SQ 10	Who select a Senator in Pakistan?	0	0.00	1242	100.00
SQ 11	What is tenure of the President of Pakistan?	264	21.26	978	78.74
SQ 12	What is tenure of the President of U.S.A?	9	0.72	1233	99.28
SQ 13	Name the present Chief Justice of Pakistan?	68	5.48	1174	94.52
SQ 14	Who appoints the judges of Supreme Court?	27	2.17	1215	97.83
SQ 15	At what age you will cast the vote?	131	10.55	1111	89.45
SQ 16	Name the liberal political party in Pakistan?	131	10.55	1111	89.45
SQ 17	Which kind of political system is in Pakistan?	5	0.40	1237	99.60
SQ 18	Name the Local Government System of Ayyub Khan?	201	17.55	1041	82.45
SQ 19	Who is responsible for "Good Governance" in the province?	126	10.14	1116	89.86
SQ 20	CIJ stands for....................?	107	11.27	1135	88.73
Total		**89**	**7.17**	**1153**	**92.83**

Table No 4.5.1 depicts that the 1.77 % respondents gave the correct answer and 98.23 % gave the incorrect answer to SQ 1, 0.00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 2, 1.13 % respondents gave the correct answer and 98.87 % gave the incorrect answer to SQ 3, 18.76 % respondents gave the correct answer and 81.24 % gave the incorrect answer to SQ 4, 7.73 % respondents gave the correct answer and 92.27 % gave the incorrect answer to SQ 5, 1.29 % respondents gave the correct answer and 98.71 % gave the incorrect answer to SQ 6, 3.70 % respondents gave the correct answer and 96.30 % gave the incorrect answer to SQ 7, 17.15 % respondents gave the correct answer and 82.85 % gave the incorrect answer to SQ 8, 5.72 % respondents gave the correct answer and 94.28 % gave the incorrect

answer to SQ 9, 0.00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 10, 21.26 % respondents gave the correct answer and 78.74 % gave the incorrect answer to SQ 11, 0.72 % respondents gave the correct answer and 99.28 % gave the incorrect answer to SQ 12, 5.48 % respondents gave the correct answer and 94.52 % gave the incorrect answer to SQ 13, 2.17 % respondents gave the correct answer and 97.83 % gave the incorrect answer to SQ 14, 10.55 % respondents gave the correct answer and 89.45 % gave the incorrect answer to SQ 15, 10.55 % respondents gave the correct answer and 89.45 % gave the incorrect answer to SQ 16, 0.40 % respondents gave the correct answer and 99.60 % gave the incorrect answer to SQ 17, 17.55 % respondents gave the correct answer and 82.45 % gave the incorrect answer to SQ 18, 10.14 % respondents gave the correct answer and 89.86 % gave the incorrect answer to SQ 19, 11.27 % respondents gave the correct answer and 88.73 % gave the incorrect answer to SQ 20, the average of correct answer was 7.17 % and the remaining 92.83% answered incorrectly.

Table No 4.5.2
Analysis of Achievement Test Students (Male)

Sr. No	Short Questions	Correct		Incorrect	
		F	%	F	%
SQ 1	Who used the word "Politics" first time in the history?	17	2.74	604	97.26
SQ 2	Which is the administrative political system of Pakistan?	0	0.00	621	100.00
SQ 3	Name the first state which came on the base of ideology?	9	1.45	612	98.55
SQ 4	Who is sovereign in Islamic concept of Sovereignty?	123	19.80	498	80.20
SQ 5	Who said "*Democracy* is the government of the people, by the people, for the people"?	74	11.92	547	88.08
SQ 6	Name the country whose political system is the mother of all political systems of the world?	10	1.61	611	98.39
SQ 7	Who is the Head in Parliamentary form of Government?	27	4.34	594	95.66
SQ 8	How many members are there in the present National Assembly of Pakistan?	117	18.84	504	81.16

SQ 9	Name the present Chairman of Senate of Pakistan?	38	6.12	583	93.88
SQ 10	Who select a Senator in Pakistan?	0	0.00	621	100.00
SQ 11	What is tenure of the President of Pakistan?	162	26.09	459	73.91
SQ 12	What is tenure of the President of U.S.A?	5	0.81	616	99.19
SQ 13	Name the present Chief Justice of Pakistan?	44	7.09	577	92.91
SQ 14	Who appoints the judges of Supreme Court?	18	2.90	603	97.10
SQ 15	At what age you will cast the vote?	73	11.76	548	88.24
SQ 16	Name the liberal political party in Pakistan?	70	11.27	551	88.73
SQ 17	Which kind of political system is in Pakistan?	4	0.64	617	99.36
SQ 18	Name the Local Government System of Ayyub Khan?	109	17.55	512	82.45
SQ 19	Who is responsible for "Good Governance" in the province?	83	13.37	538	86.63
SQ 20	CIJ stands for....................?	70	11.27	551	88.73
	Total	**53**	**8.53**	**568**	**91.47**

Table No 4.5.2 depicts that the 2.74 % respondents gave the correct answer and 97.26 % gave the incorrect answer to SQ 1, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 2, 1.45 % respondents gave the correct answer and 98.55 % gave the incorrect answer to SQ 3, 19.80 % respondents gave the correct answer and 80.20 % gave the incorrect answer to SQ 4, 11.92 % respondents gave the correct answer and 88.08 % gave the incorrect answer to SQ 5, 1.61 % respondents gave the correct answer and 98.39 % gave the incorrect answer to SQ 6, 4.34 % respondents gave the correct answer and 95.66 % gave the incorrect answer to SQ 7, 18.84 % respondents gave the correct answer and 81.16 % gave the incorrect answer to SQ 8, 6.12 % respondents gave the correct answer and 93.88 % gave the incorrect answer to SQ 9, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 10, 26.09 % respondents gave the correct answer and 73.91 % gave the incorrect answer to SQ 11, 0.81 % respondents gave the correct answer and 99.19 % gave the incorrect answer to SQ 12, 7.09 % respondents gave the correct answer and 92.91 % gave the incorrect answer to SQ 13, 2.90 % respondents gave the

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correct answer and 97.10 % gave the incorrect answer to SQ 14, 11.76 % respondents

gave the correct answer and 88.24 % gave the incorrect answer to SQ 15, 11.27 %

respondents gave the correct answer and 88.73 % gave the incorrect answer to SQ 16,

0.64 % respondents gave the correct answer and 99.36 % gave the incorrect answer to

SQ 17, 17.55 % respondents gave the correct answer and 82.45 % gave the incorrect

answer to SQ 18, 13.37 % respondents gave the correct answer and 86.63 % gave the

incorrect answer to SQ 19, 11.27 % respondents gave the correct answer and 88.73 %

gave the incorrect answer to SQ 20, only 8.53 % Male answered correct and the

remaining 91.47 % of the Male did not gave the correct answer.

Table No 4.5.3
Analysis of Achievement Test Students (Male Urban)

Sr. No	Short Questions	Correct		Incorrect	
		F	%	F	%
SQ 1	Who used the word "Politics" first time in the history?	13	4.17	299	95.83
SQ 2	Which is the administrative political system of Pakistan?	00	0.00	312	100.00
SQ 3	Name the first state which came on the base of ideology?	08	2.56	304	97.43
SQ 4	Who is sovereign in Islamic concept of Sovereignty?	111	35.58	201	64.42
SQ 5	Who said "*Democracy* is the government of the people, by the people, for the people"?	72	23.07	240	76.93
SQ 6	Name the country whose political system is the mother of all political systems of the world?	04	1.28	308	98.72
SQ 7	Who is the Head in Parliamentary form of Government?	18	5.77	294	94.23
SQ 8	How many members are there in the present National Assembly of Pakistan?	99	31.73	213	68.27
SQ 9	Name the present Chairman of Senate of Pakistan?	36	11.53	276	88.47
SQ 10	Who select a Senator in Pakistan?	00	00	312	100.00
SQ 11	What is tenure of the President of Pakistan?	148	47.44	164	52.54
SQ 12	What is tenure of the President of U.S.A?	05	1.60	307	98.40
SQ 13	Name the present Chief Justice of Pakistan?	32	10.25	280	89.74
SQ 14	Who appoints the judges of Supreme	14	4.49	298	95.51

	Court?				
SQ 15	At what age you will cast the vote?	49	15.71	263	84.29
SQ 16	Name the liberal political party in Pakistan?	58	18.59	254	81.41
SQ 17	Which kind of political system is in Pakistan?	04	1.28	308	98.72
SQ 18	Name the Local Government System of Ayyub Khan?	93	29.81	219	70.19
SQ 19	Who is responsible for "Good Governance" in the province?	52	16.67	273	83.33
SQ 20	CIJ stands for....................?	62	19.87	250	80.13
	Total	**44**	**14.10**	**268**	**85.90**

Table No 4.5.3 depicts that the 4.17 % respondents gave the correct answer and 95.83 % gave the incorrect answer to SQ 1, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 2, 2.56 % respondents gave the correct answer and 97.43 % gave the incorrect answer to SQ 3, 35.58 % respondents gave the correct answer and 64.42 % gave the incorrect answer to SQ 4, 23.07 % respondents gave the correct answer and 76.93 % gave the incorrect answer to SQ 5, 1.28 % respondents gave the correct answer and 98.72 % gave the incorrect answer to SQ 6, 5.77 % respondents gave the correct answer and 94.23 % gave the incorrect answer to SQ 7, 31.73 % respondents gave the correct answer and 68.27 % gave the incorrect answer to SQ 8, 11.53 % respondents gave the correct answer and 88.47 % gave the incorrect answer to SQ 9, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 10, 47.44 % respondents gave the correct answer and 52.54 % gave the incorrect answer to SQ 11, 1.60 % respondents gave the correct answer and 98.40 % gave the incorrect answer to SQ 12, 10.25 % respondents gave the correct answer and 89.74 % gave the incorrect answer to SQ 13, 4.49 % respondents gave the correct answer and 95.51 % gave the incorrect answer to SQ 14, 15.71 % respondents gave the correct answer and 84.29 % gave the incorrect answer to SQ 15, 18.59 % respondents gave the correct answer and 81.41 % gave the incorrect answer to SQ 16, 1.28 % respondents gave the correct answer and 98.72 % gave the incorrect answer to

SQ 17, 29.81 % respondents gave the correct answer and 70.19 % gave the incorrect answer to SQ 18, 16.67 % respondents gave the correct answer and 83.33 % gave the incorrect answer to SQ 19, 19.87 % respondents gave the correct answer and 80.13 % gave the incorrect answer to SQ 20, the average of the Male urban respondents was 14.10 % for correct answer and 85.90 % Male urban students were unable to gave correct answers of the short questions.

Table No 4.5.4
Analysis of Achievement Test Students (Male Rural)

Sr. No	Short Questions	Correct		Incorrect	
		f	%	F	%
SQ 1	Who used the word "Politics" first time in the history?	04	1.29	305	98.71
SQ 2	Which is the administrative political system of Pakistan?	00	0.00	309	100.00
SQ 3	Name the first state which came on the base of ideology?	01	0.32	308	99.68
SQ 4	Who is sovereign in Islamic concept of Sovereignty?	12	3.88	297	96.12
SQ 5	Who said "Democracy is the government of the people, by the people, for the people"?	02	0.64	307	99.36
SQ 6	Name the country whose political system is the mother of all political systems of the world?	06	1.94	303	98.06
SQ 7	Who is the Head in Parliamentary form of Government?	09	2.91	300	97.09
SQ 8	How many members are there in the present National Assembly of Pakistan?	18	5.83	291	94.17
SQ 9	Name the present Chairman of Senate of Pakistan?	02	0.64	307	99.36
SQ 10	Who select a Senator in Pakistan?	00	00	309	100.00
SQ 11	What is tenure of the President of Pakistan?	14	4.53	295	95.47
SQ 12	What is tenure of the President of U.S.A?	00	00	309	100.00
SQ 13	Name the present Chief Justice of Pakistan?	12	3.88	297	96.12
SQ 14	Who appoints the judges of Supreme Court?	04	1.29	305	98.71
SQ 15	At what age you will cast the vote?	24	7.77	285	92.23
SQ 16	Name the liberal political party in Pakistan?	12	3.88	297	96.12
SQ 17	Which kind of political system is in Pakistan?	00	0.00	309	100.00

SQ 18	Name the Local Government System of Ayyub Khan?	16	5.18	293	94.82
SQ 19	Who is responsible for "Good Governance" in the province?	31	10.03	301	89.97
SQ 20	CIJ stands for.....................?	08	2.59	301	97.41
Total		**08**	**2.59**	**301**	**97.41**

Table No 4.5.4 depicts that the 1.29 % respondents gave the correct answer and 98.71

% gave the incorrect answer to SQ 1, 00 % respondents gave the correct answer and

100 % gave the incorrect answer to SQ 2, 0.32 % respondents gave the correct answer

and 99.68 % gave the incorrect answer to SQ 3, 3.88 % respondents gave the correct

answer and 96.12 % gave the incorrect answer to SQ 4, 0.64 % respondents gave the

correct answer and 99.36 % gave the incorrect answer to SQ 5, 1.94 % respondents

gave the correct answer and 98.06 % gave the incorrect answer to SQ 6, 2.91 %

respondents gave the correct answer and 97.09 % gave the incorrect answer to SQ 7,

5.83 % respondents gave the correct answer and 94.17 % gave the incorrect answer to

SQ 8, 0.64 % respondents gave the correct answer and 99.36 % gave the incorrect

answer to SQ 9, 00 % respondents gave the correct answer and 100 % gave the

incorrect answer to SQ 10, 4.53 % respondents gave the correct answer and 95.47 %

gave the incorrect answer to SQ 11, 00 % respondents gave the correct answer and

100 % gave the incorrect answer to SQ 12, 3.88 % respondents gave the correct

answer and 96.12 % gave the incorrect answer to SQ 13, 1.29 % respondents gave the

correct answer and 98.71 % gave the incorrect answer to SQ 14, 7.77 % respondents

gave the correct answer and 92.23 % gave the incorrect answer to SQ 15, 3.88 %

respondents gave the correct answer and 96.12 % gave the incorrect answer to SQ 16,

00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ

17, 5.18 % respondents gave the correct answer and 94.82 % gave the incorrect

answer to SQ 18, 10.03 % respondents gave the correct answer and 89.97 % gave the

incorrect answer to SQ 19, 2.59 % respondents gave the correct answer and 97.41 %

gave the incorrect answer to SQ 20, the average of the Male rural students who gave

the correct answer was 2.59 % whereas the remaining 97.41% gave wrong answers.

Table No 4.5.5
Analysis of Achievement Test Students (Female)

Sr. No	Short Questions	Correct		Incorrect	
		F	%	F	%
SQ 1	Who used the word "Politics" first time in the history?	5	0.81	616	99.19
SQ 2	Which is the administrative political system of Pakistan?	0	0.00	621	100.00
SQ 3	Name the first state which came on the base of ideology?	5	0.81	616	99.19
SQ 4	Who is sovereign in Islamic concept of Sovereignty?	110	17.11	511	82.29
SQ 5	Who said "*Democracy* is the government of the people, by the people, for the people"?	22	3.54	599	96.46
SQ 6	Name the country whose political system is the mother of all political systems of the world?	6	0.96	615	99.04
SQ 7	Who is the Head in Parliamentary form of Government?	19	3.06	602	96.94
SQ 8	How many members are there in the present National Assembly of Pakistan?	96	15.45	525	84.55
SQ 9	Name the present Chairman of Senate of Pakistan?	33	5.31	588	94.69
SQ 10	Who select a Senator in Pakistan?	0	0.00	621	100.00
SQ 11	What is tenure of the President of Pakistan?	102	16.42	519	83.58
SQ 12	What is tenure of the President of U.S.A?	4	0.64	617	99.36
SQ 13	Name the present Chief Justice of Pakistan?	24	3.86	597	96.14
SQ 14	Who appoints the judges of Supreme Court?	9	1.45	612	98.55
SQ 15	At what age you will cast the vote?	58	9.34	563	90.66
SQ 16	Name the liberal political party in Pakistan?	61	9.82	560	90.18
SQ 17	Which kind of political system is in Pakistan?	1	0.16	620	99.84
SQ 18	Name the Local Government System of Ayyub Khan?	92	14.81	529	85.19
SQ 19	Who is responsible for "Good Governance" in the province?	43	6.92	578	93.08
SQ 20	CIJ stands for....................?	37	5.96	584	94.04
Total		36	5.80	585	94.14

Table No 4.5.5 depicts that the 0.81 % respondents gave the correct answer and 99.19 % gave the incorrect answer to SQ 1, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 2, 0.81 % respondents gave the correct answer and 99.19 % gave the incorrect answer to SQ 3, 17.71 % respondents gave the correct answer and 82.29 % gave the incorrect answer to SQ 4, 3.54 % respondents gave the correct answer and 96.46 % gave the incorrect answer to SQ 5, 0.96 % respondents gave the correct answer and 99.04 % gave the incorrect answer to SQ 6, 3.06 % respondents gave the correct answer and 96.94 % gave the incorrect answer to SQ 7, 15.45 % respondents gave the correct answer and 84.55 % gave the incorrect answer to SQ 8, 5.31 % respondents gave the correct answer and 94.69 % gave the incorrect answer to SQ 9, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 10, 16.42 % respondents gave the correct answer and 83.58 % gave the incorrect answer to SQ 11, 0.64 % respondents gave the correct answer and 99.36 % gave the incorrect answer to SQ 12, 3.86 % respondents gave the correct answer and 96.14 % gave the incorrect answer to SQ 13, 1.45 % respondents gave the correct answer and 98.55 % gave the incorrect answer to SQ 14, 9.34 % respondents gave the correct answer and 90.66 % gave the incorrect answer to SQ 15, 9.82 % respondents gave the correct answer and 90.18 % gave the incorrect answer to SQ 16, 0.16 % respondents gave the correct answer and 99.84 % gave the incorrect answer to SQ 17, 14.81 % respondents gave the correct answer and 85.19 % gave the incorrect answer to SQ 18, 6.92 % respondents gave the correct answer and 93.08 % gave the incorrect answer to SQ 19, 5.96 % respondents gave the correct answer and 94.04 % gave the incorrect answer to SQ 20, the average of correct answers of Female was 5.80 % and 94.14 % Female gave the incorrect answers.

Table No 4.5.6
Analysis of Achievement Test Students (Female Urban)

Sr. No	Short Questions	Correct		Incorrect	
		F	%	F	%
SQ 1	Who used the word "Politics" first time in the history?	03	0.96	309	99.04
SQ 2	Which is the administrative political system of Pakistan?	00	0.00	312	100.00
SQ 3	Name the first state which came on the base of ideology?	04	1.28	308	98.72
SQ 4	Who is sovereign in Islamic concept of Sovereignty?	98	31.41	214	68.59
SQ 5	Who said "*Democracy* is the government of the people, by the people, for the people"?	22	7.05	290	92.95
SQ 6	Name the country whose political system is the mother of all political systems of the world?	03	0.96	309	99.04
SQ 7	Who is the Head in Parliamentary form of Government?	18	5.77	294	94.23
SQ 8	How many members are there in the present National Assembly of Pakistan?	78	25.00	234	75.00
SQ 9	Name the present Chairman of Senate of Pakistan?	32	10.26	280	89.74
SQ 10	Who select a Senator in Pakistan?	00	00	312	100.00
SQ 11	What is tenure of the President of Pakistan?	88	28.20	224	71.80
SQ 12	What is tenure of the President of U.S.A?	04	1.28	308	98.72
SQ 13	Name the present Chief Justice of Pakistan?	12	3.85	300	96.15
SQ 14	Who appoints the judges of Supreme Court?	05	1.60	307	98.40
SQ 15	At what age you will cast the vote?	47	15.06	265	84.94
SQ 16	Name the liberal political party in Pakistan?	53	16.99	259	83.01
SQ 17	Which kind of political system is in Pakistan?	01	0.32	311	99.68
SQ 18	Name the Local Government System of Ayyub Khan?	76	24.36	236	75.64
SQ 19	Who is responsible for "Good Governance" in the province?	39	12.50	273	87.50
SQ 20	CIJ stands for....................?	29	9.29	283	90.71
Total		**31**	**9.96**	**281**	**90.04**

Table No 4.5.6 depicts that the 0.96 % respondents gave the correct answer and 99.04

% gave the incorrect answer to SQ 1, 00 % respondents gave the correct answer and

100 % gave the incorrect answer to SQ 2, 1.28 % respondents gave the correct answer

and 98.72 % gave the incorrect answer to SQ 3, 31.41 % respondents gave the correct

answer and 68.59 % gave the incorrect answer to SQ 4, 7.05 % respondents gave the

correct answer and 92.95 % gave the incorrect answer to SQ 5, 0.96 % respondents

gave the correct answer and 99.04 % gave the incorrect answer to SQ 6, 5.77 %

respondents gave the correct answer and 94.23 % gave the incorrect answer to SQ 7,

25.00 % respondents gave the correct answer and 75.00 % gave the incorrect answer

to SQ 8, 10.26 % respondents gave the correct answer and 89.74 % gave the incorrect

answer to SQ 9, 00 % respondents gave the correct answer and 100 % gave the

incorrect answer to SQ 10, 28.20 % respondents gave the correct answer and 71.80 %

gave the incorrect answer to SQ 11, 1.28 % respondents gave the correct answer and

98.72 % gave the incorrect answer to SQ 12, 3.85 % respondents gave the correct

answer and 96.15 % gave the incorrect answer to SQ 13, 1.60 % respondents gave the

correct answer and 98.40 % gave the incorrect answer to SQ 14, 15.06 % respondents

gave the correct answer and 84.94 % gave the incorrect answer to SQ 15, 16.99 %

respondents gave the correct answer and 83.01 % gave the incorrect answer to SQ 16,

0.32 % respondents gave the correct answer and 99.68 % gave the incorrect answer to

SQ 17, 24.36 % respondents gave the correct answer and 75.64 % gave the incorrect

answer to SQ 18, 12.50 % respondents gave the correct answer and 87.50 % gave the

incorrect answer to SQ 19, 9.29 % respondents gave the correct answer and 90.71 %

gave the incorrect answer to SQ 20, the average correct answers of Female urban

were 9.96 % and the average of wrong questions was 90.04 %.

Table No 4.5.7
Analysis of Achievement Test Students (Female Rural)

Sr. No	Short Questions	Correct		Incorrect	
		f	%	F	%
SQ 1	Who used the word "Politics" first time in the history?	02	0.64	307	99.36
SQ 2	Which is the administrative political system of Pakistan?	00	0.00	309	100.00

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SQ 3	Name the first state which came on the base of ideology?	01	0.32	308	99.68
SQ 4	Who is sovereign in Islamic concept of Sovereignty?	12	3.88	297	96.12
SQ 5	Who said "*Democracy* is the government of the people, by the people, for the people"?	00	0.00	309	100
SQ 6	Name the country whose political system is the mother of all political systems of the world?	03	0.97	306	99.03
SQ 7	Who is the Head in Parliamentary form of Government?	01	0.32	308	99.68
SQ 8	How many members are there in the present National Assembly of Pakistan?	18	5.83	291	94.17
SQ 9	Name the present Chairman of Senate of Pakistan?	01	0.32	308	99.68
SQ 10	Who select a Senator in Pakistan?	00	00	309	100.00
SQ 11	What is tenure of the President of Pakistan?	14	4.53	295	95.47
SQ 12	What is tenure of the President of U.S.A?	00	00	309	100.00
SQ 13	Name the present Chief Justice of Pakistan?	12	3.88	297	96.12
SQ 14	Who appoints the judges of Supreme Court?	04	1.29	305	98.71
SQ 15	At what age you will cast the vote?	11	3.56	298	96.44
SQ 16	Name the liberal political party in Pakistan?	08	2.59	301	97.41
SQ 17	Which kind of political system is in Pakistan?	00	0.00	309	100.00
SQ 18	Name the Local Government System of Ayyub Khan?	16	5.18	293	94.82
SQ 19	Who is responsible for "Good Governance" in the province?	04	1.29	305	98.71
SQ 20	CIJ stands for....................?	08	2.59	301	97.41
Total		**06**	**1.94**	**303**	**98.06**

Table No 4.5.7 depicts that the 0.64 % respondents gave the correct answer and 99.36 % gave the incorrect answer to SQ 1, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 2, 0.32 % respondents gave the correct answer and 99.68 % gave the incorrect answer to SQ 3, 3.88 % respondents gave the correct answer and 96.12 % gave the incorrect answer to SQ 4, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 5, 0.97 % respondents

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gave the correct answer and 99.03 % gave the incorrect answer to SQ 6, 0.32 % respondents gave the correct answer and 99.68 % gave the incorrect answer to SQ 7, 5.83 % respondents gave the correct answer and 94.17 % gave the incorrect answer to SQ 8, 0.32 % respondents gave the correct answer and 99.68 % gave the incorrect answer to SQ 9, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 10, 4.53 % respondents gave the correct answer and 95.47 % gave the incorrect answer to SQ 11, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 12, 3.88 % respondents gave the correct answer and 96.12 % gave the incorrect answer to SQ 13, 1.29 % respondents gave the correct answer and 98.71 % gave the incorrect answer to SQ 14, 3.56 % respondents gave the correct answer and 96.44 % gave the incorrect answer to SQ 15, 2.59 % respondents gave the correct answer and 97.41 % gave the incorrect answer to SQ 16, 00 % respondents gave the correct answer and 100 % gave the incorrect answer to SQ 17, 5.18 % respondents gave the correct answer and 94.82 % gave the incorrect answer to SQ 18, 1.29 % respondents gave the correct answer and 98.71 % gave the incorrect answer to SQ 19, 2.59 % respondents gave the correct answer and 97.41 % gave the incorrect answer to SQ 20, the average correct answers of Female rural was 1.94 % and the average of wrong answers was 98.06 %

4.6   Analysis of Open Ended Question

In the questionnaire of head teachers and the teachers, an open ended question has been asked to provide suggestions how the level of political awareness among the students could be enhanced. The analysis showed that 356 head teachers (85.99 %) and 632 teachers (76.33 %) responded to this question whereas the 58 head teachers (14.01%) and 196 teachers (23.76 %) did not respond. The detailed suggestions given by the head teachers and the teachers are as under

1. Training should be given to the teachers to guide the students about the process of political system of the country.

2. Morning Assembly at school should be functional in promotion of the political process.

3. Lectures of the prominent political personalities should be arranged by the school administration.

4. The Historical Days of the state should be arranged in full zeal. For this purpose the debates, workshops and seminar should be conducted.

5. Political Slogans of the Historical Pakistan Movement should be pasted on the walls of the schools.

6. Time should be allocated for the political awareness in the School Time Table

7. Apart from the curriculum the students should discuss the day to day on the political issues.

8. The political elites and the political technocrats should be invited to visit the school to have political conversation with students.

9. Official visits of the school students should be arranged to the offices of political parties.

10. The National Assembly, Provincial Assembly, District Council, Tehsil Council and Union Council should be visited by the students to know the proceedings of the sessions.

11. The political education should be induced in compulsory subjects; English, Islamic Studies, Pakistan Studies and Urdu

12. One chapter consisting on knowledge of political System of the state and system should be integrated in each book of Pakistan Studies at secondary level.

13. Material on political process and the political system should be available in school library.

14. A specific area of the Libraries in schools should be resaved for the prominent work of the political leaders and the political scholars.

15. Political Societies in the schools should be established to promote the political awareness among the students.

16. The members of all the societies, clubs and forum must be elected by holding the election activities.

17. Activity of elections should be arranged in the classroom, monitored by the school teachers and the school administration.

4.7 Testing of Hypotheses

H_o1. No significant difference exists among the opinions of the Head Teachers, Teachers and the Students regarding the degree of political knowledge in the curriculum at secondary level.

ANOVA Test

Table No 4.6.1
Summary for ANOVA

Source of Variance	SS	Df	MS	F
Between groups (Major)	30311.95	2	15155.98	
Within groups (error)	396122.90	2481	159.66	94.92
Total	426434.85			

CV = 94.92

TV = 3.00

CV > TV

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Therefore the difference is significant. Null hypothesis is rejected.

A significant difference exists among the opinions of the study sample about school curriculum studied at Secondary School Certificate in the Punjab in promoting political awareness among the students. All respondents showed that the curriculum introduced at Secondary School Certificate cannot make the students aware of the political norms and knowledge as the mean score of Head Teachers $\overline{X}_1$ =32.40< norm score (54), teachers $\overline{X}_2$ =32.22< 54 and the students $\overline{X}_3$= 28.26<54.

Average of Mean Scores= 30.96

H$_o$2. No significant difference exits between the opinions of Head Teachers and Teachers about the significance of Political Education.

<div align="center">Table 4.6.2</div>

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Head Teachers	414	12.69	2	11.88
Teachers	828	13.29	3	

Z – Test

Z = 11.88

CV = 11.88

TV = 1.96

CV > TV

Therefore the difference is significant. Null hypothesis is rejected.

There is significant difference among the opinions of the Head Teachers and Teachers about the significance of Political Education as a subject at secondary level. The opinion of the both sample show the higher level of acceptance as $\overline{X}_1$ = 12.69 > norm score 09 and $\overline{X}_2$= 13.29 > norm score 09

H₀3. There is no significant difference among the opinions of Head Teachers, Teachers and Students about the School Environment (SE) in developing political awareness among the students.

ANOVA Test

<div align="center">

Table No 4.6.3
Summary

</div>

Source of Variance	Ss	Df	MS	F
Between groups (Major)	2969.99	2	1560.92	
Within groups (error)	49228.87	2481	19.76	74.84
Total	52198.86			

CV = 74.84

TV = 3.00

CV > TV

Therefore the difference is significant. Null hypothesis is rejected.

There is significant difference among the opinions of the Head Teachers, teachers and students about school environment. All respondents showed that the environment of secondary schools is not promoting the political awareness among the students as the mean score Head Teachers $\overline{X}_1$=10.98< norm score 18, teachers $\overline{X}_2$=10.26< 18 and the students $\overline{X}_3$= 8.46<18.

Average of Mean Scores= 9.90

H₀4. There is no significant difference among the opinions of Head Teachers, Teachers and Students about the Home Environment (HE).

ANOVA Test

<div align="center">

Table No 4.6.4
Summary

</div>

Source of Variance	Ss	Df	MS	F
Between groups (Major)	38.50	2	19.25	
Within groups (error)	7517.37	2481	3.02	6.37
Total	7555.87			

CV = 6.37

TV = 3.00

CV > TV

Therefore the difference is significant. Null hypothesis is rejected.

There is significant difference among the opinions of the Head Teachers, teachers and students about the Home Environment of the students. Home environment does not inculcate political information in students studying at Secondary School Certificate at public schools of the Punjab in Pakistan as mean score Head Teachers $\overline{X}_1$=4.29< norm score 09, teachers $\overline{X}_2$=4.29< 09 and the students $\overline{X}_3$= 4.02<09. Average of Mean Scores= 4.20

H$_o$5. No significant difference exits between the opinions of Male and Female Head Teachers about the political awareness.

Table 4.6.5
Summary

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Head Teachers (F)	207	64.34	11	1.41
Head Teachers (M)	207	62.26	17	

Z – Test

Z = 1.48

CV = 1.48

TV = 1.96

CV < TV

Therefore the difference is insignificant. Null hypothesis is accepted.

There is no significant difference among the opinions of the Head Teachers Male and Female about the political awareness in the students at secondary level. The opinion

of the both sample show the lower quality of political awareness. $\overline{X}_1$=64.34< norm score 90, and $\overline{X}_2$=62.26< 90

H$_0$6. No significant difference exits between the opinions of male urban and male rural Head Teachers about the political awareness.

Table 4.6.6
Summary

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Head Teachers Male (U)	104	62.42	17	0.16
Head Teachers Male (R)	103	62.03	16	

Z – Test

Z = 0.17

CV = 0.17

TV = 1.96

CV < TV

Therefore the difference is insignificant. Null hypothesis is accepted.

There is no significant difference among the opinions of the Head Teachers Male Urban and Rural about the political awareness in the students at secondary level. The opinion of the both sample show the lowest quality of political awareness among the students as $\overline{X}_1$=62.42< norm score 90, teachers $\overline{X}_2$=62.03< norm score 90

H$_0$7. No significant difference exits between the opinions of female urban and female rural Head Teachers about the political awareness.

Table 4.6.7
Summary

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Head Teachers Female (U)	104	58.09	12	0.05
Head Teachers Female (R)	103	58.00	12	

Z – Test

Z = 0.05

CV = 0.05

TV = 1.96

CV < TV

Therefore the difference is insignificant. Null hypothesis is accepted.

There is no significant difference among the opinions of the Head Teachers Female Urban and Rural about the political awareness in the students at secondary level. The opinion of the both sample show the lowest quality of political awareness among the students as $\overline{X}_1$=58.09< norm score 90, teachers $\overline{X}_2$=58.00< norm score 90

H_o8. No significant difference exits between the opinions of Male and Female Teachers about the political awareness.

<div align="center">

Table 4.6.8
Summary

</div>

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Teachers (M)	414	62.89	8	9.47
Teachers (F)	414	57.68	8	

Z – Test

Z = 9.47

CV = 9.47

TV = 1.96

CV > TV

Therefore the difference is significant. Null hypothesis is rejected.

There is significant difference among the opinions of the Teachers Male and Female about the political awareness in the students at secondary level. The opinion of the both sample show the lowest quality of political awareness among the students as the average mean score of Male Teachers $\overline{X}_1$62.89 < 90 and the average mean score was Female Teachers was $\overline{X}_2$57.68 < 90 the norm score.

H₀9. No significant difference exits between the opinions of male urban and male rural teachers about the political awareness.

Table 4.6.9
Summary

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Teachers Male (U)	208	63.02	08	2.47
Teachers Male (R)	206	61.51	08	

Z – Test

Z = 2.47

CV = 2.47

TV = 1.96

CV > TV

Therefore the difference is significant. Null hypothesis is rejected.

There is significant difference among the opinions of the Teachers Male Urban and Rural about the political awareness in the students at secondary level. But the opinion of the both sample show the lowest quality of political awareness among the students as the average mean score of Male Teachers Urban $\overline{X}_1$ 63.02 < 90 and the average mean score of Male teachers rural was $\overline{X}_2$ 61.51 < 90 the norm score.

H₀10. No significant difference exits between the opinions of female urban and female rural teachers about the political awareness.

Table 4.6.10
Summary

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Teachers Female (U)	208	60.28	09	5.34
Teachers Female (R)	206	56.04	07	

Z – Test

Z = 5.34

CV = 5.34

TV = 1.96

CV > TV

Therefore the difference is significant. Null hypothesis is rejected.

There is significant difference among the opinions of the Female Teachers from Urban and rural areas about the political awareness among the students at secondary level. The opinion of the both sample show the lowest quality of political awareness among the students as the average mean score of Female Teachers Urban was $\overline{X}_1$ 60.28 < 90 and the average mean score of Female was $\overline{X}_2$ 56.04 < 90 the norm score.

H₀11. No significant difference exits between the opinions of male and female students about the political awareness.

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Table 4.6.11
Summary

</div>

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Students (M)	621	40.79	07	1.05
Students (F)	621	40.38	07	

Z – Test

Z = 1.05

CV = 1.05

TV = 1.96

CV < TV

Therefore the difference is insignificant. Null hypothesis is accepted.

There is no significant difference among the opinions of the Male and Female students studying at Secondary School Certificate about political awareness. The opinion of the both sample show the lowest quality of political awareness as $\overline{X}_1$=40.79< norm score 81, teachers $\overline{X}_2$=40.38< norm score 81

H₀12. No significant difference exits between the opinions of male urban and male rural students about the political awareness.

Table 4.6.12
Summary

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Students Male (U)	312	40.83	07	2.65
Students Male (R)	309	39.13	09	

Z – Test

Z = 2.65

CV = 2.65

TV = 1.96

CV > TV

Therefore the difference is significant. Null hypothesis is rejected.

There is significant difference among the opinions of Male students of Urban and Rural areas studying at Secondary School Certificate about political awareness. The opinion of the both sample show the lowest quality of political awareness as $\overline{X}$ ₁=40.83< norm score 81, teachers $\overline{X}_2$=39.13< norm score 81

H₀13. No significant difference exits between the opinions of female urban and female rural students about the political awareness.

Table 4.6.13
Summary

Groups	Frequency (N)	Mean Score ($\overline{X}$)	SD	Z
Students Female (U)	312	40.61	07	0.82
Students Female (R)	309	40.15	07	

Z – Test

Z = 0.82

CV = 0.82

TV = 1.96

CV < TV

Therefore the difference is insignificant. Null hypothesis is accepted.

There is no significant difference among the opinions of the Female students studying at Secondary School Certificate in urban and rural area about political awareness. The opinion of the both sample show the lowest quality of political awareness as $\overline{X}_1$=40.61< norm score 81, teachers $\overline{X}_2$=40.15< norm score 81

H$_o$14. No significance difference exits in the basic information between male and female students concerning political awareness

Table 4.6.14
Summary

Respondents	Correct Answer		Incorrect Answer	
Students (Male)	8.53	A	91.47	B
Students (Female)	4.70	C	95.30	D

Chi Square = 1.18

CV = 1.18

Table Value = 3.841

CV< TV

The difference is insignificant and Null hypothesis is accepted

This test showed that level of having basic information is same in Male and Female students concerning political awareness

Ho15. No significance difference exits in the basic information between male urban and male urban students concerning political awareness

Table 4.6.15
Summary

Respondents	Correct Answer		Incorrect Answer	
Students Male (Urban)	14.10	A	85.90	B
Students Male (Rural)	2.59	C	97.71	D

Chi Square = 8.64

CV = 8.64

Table Value = 3.841

CV>TV

The difference is significant and Null hypothesis is rejected

The students (Male) from urban and rural areas have different level of political

awareness

Ho16. No significance difference exits in the basic information between female urban

and female rural students concerning political awareness

Table 4.6.16
Summary

Respondents	Correct Answer		Incorrect Answer	
Students Female (Urban)	9.96	A	90.04	B
Students Female (Rural)	1.94	C	98.06	D

Chi Square = 5.68

CV = 5.68

Table Value = 3.841

CV>TV

The difference is significant and Null hypothesis is rejected

The students (Female) from urban and rural areas have different level of political

awareness.

4.8   Answers of the Research Questions

1.   **Do the public High and Higher Secondary Schools promote the political awareness among the students?**

This study was devised to find out the role of educational institutions in

promoting the political awareness among the students of secondary level. The results

of the study samples; Head teachers, Teachers and students showed the ineffective

role of institutions in the promotion of political awareness. During the analysis of the questionnaires of the Head Teachers, Teachers and the students the minimum quality points (QP) were set on 90, 90 and 81 and the mean score of these questionnaires were calculated 60.06, 60.72 and 40.58 respectively. (Table No 4.2.41, 4.3.39, 4.4.34). The analysis of curriculum that implemented in schools showed that 4.66 % topics 4.47 %, paragraphs 4.35 % lines and 0.61 % has been used in relevance with the researched topic (Table No 4.1.9). When the opinion of the Head Teachers, Teachers and the students were taken in their respective questionnaires the analysis showed that there were 18 statements asked from all study samples and the norm score or quality point (QP) was fixed 54 the calculated arithmetic means score of Head Teachers, Teachers and students were 32.40, 32.22 and 28.26 (Tables 4.2.40, 4.3.38, 4.4.33). 06 statements were asked about the school environment from the three samples of Head Teachers, Teachers and the students the quality point (QP) was fixed 18, the average mean score of the Head Teachers was calculated as 10.98 where as the Teachers, average mean score was 10.26 and the norm score of the students was 08.46. The average mean scores of the whole study sample showed lower level of acceptance. (Tables 4.2.40, 4.3.38, 4.4.33) These facts indicates that the public institution do not promote the political awareness in the students.

2.   **Do the Head Teachers stay supportive in promoting political awareness among their students?**

The main duty of the Head Teachers in an institute is to maintain the School Environment (SE) and to facilitate the teachers and students. Therefore the role of Head Teachers can be calculated by the opinion of teachers and students and the overall assessment of School Environment, six statements were asked from Teachers and students' sample and the quality point (QP) was fixed 18, the average mean score Teachers was calculated 10.26 and of the students was 08.46. (Tables 4.3.38, 4.4.33)

The results of the availability of organizations/associations/societies in schools, the average response in "Yes" of Teachers was 0.85 % and students was 0.83 % (Tables 4.3.34, 4.4.29) This analysis showed that the Head Teachers' role was not supportive in formulation and facilitation of organizations/associations/societies and this indicate that Head Teachers do not be helpful in promoting the political awareness.

3.   **Do the Teachers/Educators indoctrinate the basic information of political awareness in their students?**

A test was conducted to assess the basic knowledge of politics of sample students. The detail is as under

Table NO. 4.7.1
Summary

No	Sample	No. of Statements (Related)	Correct Answers %	Incorrect Answers %	Reference
1	Students (1242)	20	7.17	92.83	4.5.1

Table No. 4.7.1 indicates that the basic Information delivered by the teachers/ educators to the students studying in secondary schools in the Punjab does not help in promoting the political awareness among the students studying at this level as the results showed that 92.83 % students failed to give the correct answers of the short questions.

4.   **To what extent the National Curriculum at Secondary School Certificate fulfills the basic and key concepts of political awareness?**

Table 4.7.2
Summary Coverage of National Curriculum

Sr. No	Categories	Subject Related			
		Topics	Paragraphs	Lines	Words
	Total	150	1317	10471	135754
1	Political Science and its elements	0	0	0	34
2	State concepts, theories and its elements	0	0	0	51
3	Sovereignty (features, kinds, theories)	0	01	03	12

4	Government Concepts, Forms and its organs	0	0	0	115
5	Constitutions of Pakistan Characteristics, Kinds	3	35	228	67
6	The Federal System, President, Prime Minister, Cabinet	0	0	0	149
7	Parliament ; Assembly, Senate, Law Procedure	0	0	0	34
8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council	0	0	0	30
9	Election And Electoral System	01	4	60	43
10	Local Government System of Pakistan	02	12	98	24
11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership	0	0	0	217
12	Constitutional Departments, Islamic Ideology Council, National Security Council	0	0	0	7
13	International Organizations	01	07	67	45
14	Comparison Among Political Systems of other Countries	0	0	0	0
15	Good Governance	0	0	0	1
	Total	07	59	456	829
	Percentage %	**4.66 %**	**4.47 %**	**4.35 %**	**0.61 %**

Table No 4.7.2 depicts that the coverage of the basic and key concepts of politics in National Curriculum at Secondary School Certificate was very low as only 07 out of 150 topics were related to 4.66 %, similarly only 59 out of 1317 paragraphs, 456 out of 10471 lines and 829 out of 135754 words had relevance with the basic concepts of political awareness.

5.   **What is the role of curriculum in promoting political awareness at Secondary School Certificate students?**

There were 18 statements related to school curriculum in the tools of Head Teachers, Teachers and the Students. The detail is given as under:

Table NO. 4.7.3

No	Sample	No. of Statements (Related)	Mean Combine	Reference
1	Head Teachers	18	1.80	4.2.40
2	Teachers	18	1.79	4.3.38
3	Students	18	1.57	4.4.33

Table No. 4.7.3 depicts that all the study samples were in opinion that curriculum taught in secondary schools in the Punjab does not help in the promotion of the political awareness among the students.

6. **Does the environment of High and Higher Secondary Schools prove helpful in promoting political awareness among the students of Secondary School Certificate?**

There were six statements related to school environment in the tools of Head Teachers, Teachers and the Students. The detail is given as under:

Table NO. 4.7.4
Summary

No	Sample	No. of Statements (Related)	Mean Combine	Reference
1	Head Teachers	06	1.80	4.2.40
2	Teachers	06	1.79	4.3.38
3	Students	06	1.57	4.4.33

Table No. 4.7.4 the study sample depicts that the environment of the secondary schools in the Punjab does not help in promoting the political awareness among the students studying at this level.

7. **Does the Home Environment of students at Secondary School Certificate promote political awareness in them?**

There were three statements related to this question in the tools of Head Teachers, Teachers and the Students. The detail is given as under:

Table NO. 4.7.5
Summary

No	Sample	No. of Statements (Related)	Mean Combine	Reference
1	Head Teachers	03	1.43	4.2.40
2	Teachers	03	1.43	4.3.38

| 3 | Students | 03 | 1.34 | 4.4.33 |

Table No. 4.7.5 the study sample depicts that the home environment of the students studying in secondary schools in the Punjab does not help in promoting the political awareness among the students studying at this level.

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CHAPTER NO-5

SUMMARY, FINDINGS

The basic objective of the said research is to determine the role of educational institutions in promoting the political awareness among students of High and Higher Secondary Schools of Pakistan. In previous chapters, the data was furnished and was analyzed. This chapter deals with the summary, and findings of this study.

5.1   SUMMARY

This research has been designed to find out the role of educational institutions in promoting the political awareness among the Students of High and Higher Secondary Schools of the Punjab, Pakistan. The model of this research was comprehensive which covered variables of the institutions as curriculum, faculty, students, school environment and the home environment of the students. This research model was applied through the Content Analysis of books of compulsory subjects; (English Book-I&II, Islamic Studies Book-I&II Pakistan Studies Book-I&II and Urdu Book-I&II published for Session 2012-14 by the Punjab Textbook Book Board Lahore for Secondary School Certificate (SSC), and through the questionnaires and a test. The results have been drawn out by the data analysis to find out the role of the public high and higher secondary schools in the promotion of political awareness among the students of Secondary School Certificate in the Punjab province of Pakistan. The questionnaires of the Head Teachers, the Teachers and the Students have been devised, covered all the variables. The list of the public high and higher secondary school was taken from www.punjabschools.gov.pk. There were 6487 public high and higher secondary schools in the Punjab. (See Appendices A for District Wise Detail) All the Head Teachers, Secondary School Teachers (SSTs) and the students of Secondary School Certificate were the population of this study.

Cochran's Formula of Sample Size was used to calculate minimum sample size with 0.5 level of confidence. After a thorough literature review, five point Likert type scale was used for this study samples. The reliability of these tools was calculated by Alpha Coefficient during the pilot testing, conducted in District Muzaffar Garh. The face and content validity was authenticated by the expert opinions and was checked by the committee of expert.

The tools of Head Teachers, Secondary School Teachers and Students were managed with the help of friends, colleagues, research assistants, by Pakistan Post and through personal visits of researcher. The collected data were tabulated and analyzed through inferential and descriptive statistics. The research questions and hypotheses of the study were answered and tested with the help of tests of significance, ANOVA, Chi Squire and Z-test by computing percentage (simple) Mean Score, Mean Score (Combine) of each statement and questionnaire of the Head Teachers, Secondary School Teachers and the Students.

The statements with below midpoint, Quality Point (QP) 3 were considered obstruct in promoting political awareness. All the data of three questionnaires of the study sample were analyzed, evaluate, compared and arranged in descending order. At the end, the questionnaire of the Head Teachers, Secondary School Teachers and Students were qualitatively and quantitatively analyzed.

The results of the study pointed out the poor role of educational institutions in promoting the political awareness among the students.

5.2 Findings from Content Analysis

The following findings were drawn from the content analysis of the textbooks

1. English language textbooks, though were expected to contain the cultural traits of the English, but are also found lacking in this regard. Major concepts of

Democracy and politics. Not even a single passage has been allotted for such a concept. The quantitative figures showed that only 0.20 % words in book-I and 0.19 % in book-II showed relevance with reference to political knowledge.

2. Textbooks of Islamic studies contain only the titles of King, Caliph and Court only. No division on theoretical basis has been made and not even slightest references have been made to elucidate the very concept of king and monarch. All the references to King and his court are eulogized and place in high esteem. The quantitative analysis shows that only 0.06 % words in book-I and 0.05 % words had similarity with researched topics.

3. The case of Pakistan Studies is a bit tricky one. As it is considered the subject which delivered the basic knowledge of socio-economic and socio-political knowledge to the student. But the analysis of the books showed that most of the chapters deal with the historical background of the political history of Pakistan. There is no touch to the practical knowledge of politics. During the analysis it was observed that 9.30 % titles, 14.40 % paragraphs, 9.47 % lines and 1.34 % word were used in book-I and 10.71 % titles, 16.05 % paragraphs, 5.26 % lines and 1.18 words were found similar in book-II.

4. Textbooks of Urdu language are devoid of any such information. Some concepts related to organs of state have occurred during the text but they are not dealt in a way to be exhaustive and extensive one. The Content Analysis showed that only 0.01 % words were presented in book-I where as in book-II the ratio was only 0.02 %.

5.3 Findings from Head Teachers' Questionnaire

After the analysis of the questionnaire of the Head Teachers following findings were drawn out;

1. The sample study of the Head Teachers was contained on 207 Male and 207 Female respondents that were 50 % of each. Out of which 104 belonged to urban areas and the remaining 103 were from rural areas of the Punjab. (Table 4.2.1)

2. The results showed that 0.48 % of the Head Teachers had < 25 Years, 3.62 % of < 30 Years 5.56 % of < 40 Years. 39.62 % of < 50 Years, and 50.72 % < 60 Years of age. (Table 4.2.2)

3. In this study out of the total sample of Head Teachers (414), 48 have bachelor Degree, 353 have master degree, and 12 have M. Phil degree other than Political Science and the only 01 of the Head Teachers was Ph.D. (Table No 4.2.3)

4. In this sample, 76 high schools were being run by the In-Charge Head Teachers, 155 Headmaster/Headmistress were working in PBS-17, 172 Senior Headmasters/Headmistresses PBS-18 and the remaining 11 were working as Principals in PBS-19. (Table No 4.2.4) This reveals that the schools which were managed by the In Charge Headmasters/Headmistress the students' performance was poor as compared to those schools which were run by the principals and headmasters.

5. During the study it was observed that 16 Head Teachers had < 5 years, 36 had < 10 years, 105 had < 20 years, 89 had < 30 years, and 68 had < 40 years teaching experience. It was observed that the level of political awareness

among the students was directly proportional to the years of teaching experiences of the head Teachers in sample schools.

6. The analysis indicates that 42 Head Teachers had < 5 years, 195 < 10 years, 164 < 20 years, 12 < 30 years, and 01 < 40 years administrative experience. It was found that the level of political awareness among the students was directly proportional to the years of administrative experiences of the head Teachers in sample schools.

7. It was observed that 2 schools have had < 200, 312 schools < 500, 81schools < 1000, 18 schools < 2000, and 01school has< 4000 students. The minimum number of students was enrolled at Government High School Talkot, District Muzaffar Garh in Southern Punjab while the maximum number of students was enrolled in Government High School Shaikhopura in upper Punjab.

8. The study showed that 01 schools had < 10 enrollment of students in Secondary School Certificate (10th class), 204 schools < 50, 117 schools < 100, 28 schools < 200, 03 schools < 400, and 01 school < 600. The minimum number of students was enrolled in 10th at Government High School Talkot, District Muzaffar Garh in Southern Punjab while the maximum number of students was enrolled in grade 10th class at Government High School Shaikhopura in upper Punjab.

9. The factor "Significance of the Education of Politics" in the questionnaire of Head Teachers contained on three statements SP 1, SP 2 and SP 3. All Head Teachers showed the high level of acceptance of the Education of Politics given to the students. The individual mean score of statement were 4.28, 4.22 and 4.20 respectively and the combined mean score of this factor was

calculated as 4.23 that shows the higher level of acceptance of the respondents. (Tables 4.2.9, 10, 11)

10. The second variable of the questionnaire of the Head Teachers was School Curriculum which was divided into eighteen sub categories. The overall mean score of this variable was 1.80 that showed the poor quality of the coverage of the curriculum. In the statement wise analysis of the questionnaire of Head Teachers on indicator SC 1 "Introduction of Political Science" The calculated mean score was 1.35, on statement No SC 2 "State Concepts" the mean score was 1.30 and the statement No SC 3 about "Sovereignty features, kinds, theories" the mean score was 1.37 that showed the low level of acceptance of Head teachers. (Table No 4.2.12, 13, 14)

11. The mean score of the statement SC 4 of School Curriculum regarding "Government Concepts and its Forms" was 1.15. This mean score indicates the negative level of acceptance. The response on statement SC 5 regarding the "National Constitutions of Pakistan" indicates the moderate level of acceptance of the respondents as the mean score for this statement was 3.37. (Table No 4.2.15, 16)

12. The mean score of the statement No SC 6 about "The Federal Government System" was calculated as 1.33, the calculated value of mean score of the statement No SC 7 about "the Parliament" was 1.16. When the Head Teachers were asked about "the Judiciary" in statement SC 8 the mean score of their response was 1.33, similarly when the question about the "Election and Electoral System" was put in School Curriculum in statement SC 9 the calculated mean score of this statement was 1.14. The mean scores of these

statements indicate the negative level of acceptance of the study sample of Head Teachers. (Table No 4.2.17, 18, 19, 20)

13. "Local Government System" under statement SC 10 in the factor school curriculum, the mean value was 2.97, while on statement SC 11 about the "Political Dynamics of Pakistan" the mean value was 1.44. On statement SC 12 about the "Constitutional Departments in Pakistan" the mean value was 1.54, similarly on statement SC 13 of School Curriculum about "International Organizations" the calculated mean value was 2.52. On statement SC 14 of the variable 2 about the "Comparative Political Systems" the mean value was 1.60. On statement SC 15 which was about the "Good Governance" the mean score was calculated as 1.52. The mean values of these statements showed that the Head Teachers showed negative level of acceptance. (Table No 4.2.21, 22, 23, 24, 25, 26)

14. The calculated value of mean score of the statement SC 16, SC 17 and SC 18 about the status of education of politics in Pakistan was 1.80, 3.60 and 1.91. The response of the Head Teachers showed negative level of acceptance for statements SC 16 and SC 18, and positive acceptance of statement SC 17 which showed that education of politics should be provided through the integration of curriculum into compulsory subjects taught at the secondary level. (Table No 4.2.27, 28, 29)

15. The third variable "School Environment" contained on two parts, first part contained on six statements and out of which four statements SE 1, SE 2, SE 3 and SE 4 were about the selection of the subject combination whereas statement SE 5 was asked about the time spent in political education in schools, SE 6 was about the participation of the school in political projects.

The mean score of these statements were 1.17, 1.75, 2.26, 2.69, 1.55 and 1.61.
The mean scores of these statements showed the negative level of acceptance.
(Table No 4.2.30, 31, 32, 33, 34, 35)

16.   The Second part of the variable "School Environment" was asked about the availability of different organizations, societies and forums in the schools. The calculated results showed that 99.42 % respondents responded in "NO" about the availability of student Council. Similarly, 100 % of the respondents responded in "NO" about the availability of the organizations affiliated with political parties at their respective schools, while 99.04 % respondents responded in "NO" about the availability of group engaged in preparing newspapers in their respective schools. About the availability of Human Rights Organizations 99.84 % respondents responded in "NO, while 96.86 % respondents responded in "NO" about the availability of groups involved in helping the society. Similarly 99.28 %, 97.35 % and 95.89 respondents responded in "NO" about the availability of "Cultural Associations", "Computer Clubs" and "Art and Dramatic Clubs" respectively. Overall average which responded in "NO" was 98.30 which indicate that organizations / societies/ forum were not available in the public schools of the Punjab. Only 1.70 Head Teachers claimed the availability of these organizations in their schools. (Table No. 4.2.36)

17.   The last variable of the questionnaire of Head Teachers was the "Home Environment" of the students. In this portion three statements HE 1, HE 2 and HE 3 were devised to ask about the political awareness of society, parents and the students of the schools. The mean score of these statements were 1.27,

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1.66 and 1.37. This calculated value showed the negative level of acceptance. (Table No. 4.2.37, 38, 39)

18. In the statement wise analyses of the questionnaire of the Head Teachers, there were 30 statements out of which the acceptance or quality level of 25 statements was low on the part of the respondents. On two statements the level of acceptance was relatively low. Whereas on three 03 statements the level of acceptance was moderate. The average mean score of the questionnaire of Head Teachers was 2.01 that showed the negative level of acceptance of the respondents. (Table No. 4.2.40)

19. The analysis of the questionnaire of the Head Teachers showed that the arithmetic mean was 60.06 and standard deviation was 14.00. In the Head Teachers questionnaire analysis 90 was fixed as the minimum quality scores. The mean combine of the questionnaire shows the low level of the role played by the Head Teachers in promoting the political awareness. (Table No. 4.2.41)

5.4 Findings from Secondary School Teachers' (SSTs) Questionnaire

The following findings were drawn out after the analysis of the questionnaire of the secondary school Teachers (SSTs)

1. The sample study of the Secondary School Teachers was contained on 414 Male and 414 Female respondents that were 50 % of each. Out of which 416 belonged to the urban areas and 412 were from rural areas of the each district of the Punjab. (Table 4.3.1)

2. The study sample showed that 0.72 % of the Teachers had < 25 Years, 15.57 % < 30 Years, 22.69 % <40 Years. 48.97 % < 50 Years, 11.99 % > 60 Years of age. (Table 4.3.2)

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3. The study sample depicted that 31.64 % of the Teachers had Bachelor degree, 67.16 % Master qualification. 1.08 % had M. Phil., 0.12 % Ph.D. and the remaining 00 % had other qualification. (Table 4.3.3)

4. The study sample indicated that 11.83 % of the Teachers had < 5 years, 24.51 % < 10 years, 35.14 % < 20 years, 12.81 % < 30 years, and 15.71 % < 40 years of teaching experience. (Table 4.3.4)

5. The sample depicted that the average percentage in "Yes" was 3.98 % and "No" was 96.02 % about having studied the subject of Political Science at any level of their study. (Table 4.3.5)

6. This study depicts that the average percentage in "Yes" was 0.24 % and "No" was 99.76 % about the Participation of School in Projects related to Education of Politics. (Table 4.3.6)

7. The factor "Significance of the Education of Politics", in the questionnaire of Secondary School Teachers, contained on three statements i.e. SP 1, SP 2 and SP 3. All the secondary School Teachers showed the high level of acceptance of the education of politics given to the students. The individual mean score of statements were 4.49, 4.50 and 4.30 respectively and the combined mean score of this factor was calculated as 4.23 that shows the higher level of acceptance. (Tables 4.3.7, 8, 9)

8. The second variable of the questionnaire of the Teachers was School Curriculum and it was further divided into eighteen sub categories. The overall mean score of this variable was 1.79 that showed the poor quality of the coverage of the curriculum. In the statement wise analysis of the questionnaire of Teachers on indicator SC 1 "Introduction of Political Science" The mean score was calculated 1.41, on statement No SC 2 "State Concepts" the mean

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Teachers showed negative level of their acceptance. (Table No 4.3.19, 20, 21,22,23, 24)

12.   The calculated value of mean score of the statement SC 16, SC 17 and SC 18 about the status of education of politics in Pakistan was 1.81, 3.61 and 2.29. The response of the Teachers showed negative level of acceptance for statements SC 16 and SC 18, and positive acceptance of statement SC 17 which showed that education of politics should be provided through the integration of curriculum into compulsory subjects, taught at the secondary level. (Table No 4.3.25, 26, 27)

13.   The third variable "School Environment" was contained on two parts, first part contained on six statements and out of which four statements SE 1, SE 2, SE 3 and SE 4 were about the selection of the subject combination whereas statement SE 5 was asked about the time spent in political education, SE 6 was about the participation of the school in political projects. The mean score of these statements were 1.31, 1.92, 1.93, 1.86, 1.41 and 1.87. The calculated mean scores of these statements showed the negative level of acceptance of Secondary School Teachers. (Table No 4.2.28, 29, 30)

14.   The Second part of the variable "School Environment" was asked about the availability of different organizations, societies and forums in the schools. The calculated results of this portion showed that 99.76 % Teachers about the availability of student Council. 100 % about the availability of the organizations affiliated with political parties at their respective schools, and 99.52 % about the availability of group engaged in preparing newspapers in their respective schools Responded in "NO". About the availability of Human Rights Organizations 99.16 %, while 98.43 % about the availability of groups

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involved in helping the society, similarly 99.64 %, 98.67 and % 97.95 % responded in "NO" about the availability of "Cultural Associations", "Computer Clubs" and "Art and Dramatic Clubs" respectively. (Table No. 4.3.34)

15. The last variable of the questionnaire of Secondary School Teachers was about the "Home Environment" of the students. In this portion three statements HE 1, HE 2 and HE 3 were devised to ask about the political awareness of society, parents and the students of the schools. The mean score of these statements were 1.27, 1.66 and 1.37. This calculated value showed the negative level of acceptance of the study sample. (Table No. 4.3.35, 36, 37)

16. In the statement wise analyses of the questionnaire of the Secondary School Teachers, there were 30 statements out of which the acceptance or quality level of 25 statements was low on the part of the respondents. On two statements the level of acceptance was relatively low. Whereas on three 03 statements the level of acceptance was more than moderate. The average mean score of the questionnaire of teachers was 2.02 that showed the negative level of acceptance of the respondents. (Table No. 4.3.38)

17. The analysis of the questionnaire of the Secondary School Teachers showed that the arithmetic mean was 60.72 and standard deviation was 8.00. In the Secondary School Teachers questionnaire analysis 90 was fixed as the minimum quality scores. The mean combine of the questionnaire shows the low level acceptance of the Secondary School Teachers. (Table No. 4.2.41)

5.5 Findings from Students' Questionnaire

The following findings were made during the analysis of the questionnaire of the students.

1. During the study 621 questionnaires were sent to Male and Female students of each category. The return response of this sample was 49.76 % from the rural areas and 50.24 % from the urban areas. (Table no 4.4.1, 2)

2. It was observed that 1.37 % of both Male and Female students belonged to the political family and 98.63 % students had no political back ground. Similarly 2.18 % among the students were interested in politics and political activities and the remaining 98.63 % students did not show their interest in politics and political activities. (Table no 4.4.3, 4)

3. The first variable of the questionnaire of the students was School Curriculum with eighteen sub categories. The overall mean score of this variable was 1.57 that showed the poor quality of the coverage of the curriculum. In the statement wise analysis of the questionnaire of students on indicator SC 1 "Introduction of Political Science" The calculated mean score was 1.28, on statement No SC 2 "State Concepts" the mean score was 1.28 and the statement No SC 3 about "Sovereignty features, kinds, theories" the mean score was 1.39 that shows the low level of acceptance of the students. (Table No 4.4.5, 6, 7)

4. The statement No SC 4 about the "Government Concepts" depicts that 0.64 % of the students were in favor, 0.48 % had No Opinions, and 98.88 % of the sample student did not support this statement. The mean score for this statement is 1.21. The statement No SC 5 regarding "National Constitutions of Pakistan" 32.45 % of the students supported, 4.51 % respondents had No opinions, and 63.04 % respondent were disagreed with this statement. The mean score for this statement was 2.39. The statement No SC 6 the "Federal Government System" 3.06 % of the Students were agreed, 0.72 % had No

Opinions, and 96.22 % responded were not in favor of this statement. The mean score for this statement was 1.34. These calculated values indicate that the acceptance level of the respondents is below the mediate point and are rejected by the respondents. (Table No 4.4.8, 9, 10)

5. In the questionnaire of the students, the statement No. SC 7 contained on "The Parliament and Procedure of Law Making" showed that 0.56 % of the Students accepted, 0.56 % had No Opinions, and 98.88 % respondents did not accept this statement. The mean score was 1.22. The statement SC 8 regarding "the Judiciary" was asked from the respondent, the results showed that 0.56 % of the Students were agreed, 0.56 % had No Opinions, and 98.88 % respondents were disagreed with this statement. The mean score for this statement was 1.22. The statement No SC 9 was about the "Elections and Electoral System of Pakistan" which showed that 0.64 % of the students favored 0.24 % were without opinions, and 99.12 % were not in favor of this statement. The mean score was 1.25. These results show the low level of acceptance of these statements by the respondents. (Table No 4.4.11, 12, 13)

6. During the analysis of the questionnaire it was observed that in the statement No SC 10 "Local Government System of Pakistan" 40.26 % respondents were in favor, 0.24 % had No Opinions, and 59.50 % of students rejected this statement. The mean score for this statement was 2.51. The results of statement No SC 11 "Political Dynamics" showed that 1.68 % of students accepted, 0.56 % had No Opinions, and 97.60 % did not accept this statement. The mean score for this statement was 1.35. The response about statement No SC 12 that was related to "Constitutional Departments" showed that 1.57 % of the respondents had positive response and accepted, 0.16 had % No Opinions,

and 98.23 % had rejected this statement. The mean score for this statement was 1.30. Similarly the statement SC 13 "International Organizations" was favored by 4.99 % of the students, 0.16 % of students had No Opinions, and 94.85 % of the sample rejected this statement. The mean score for this statement was 1.52. The results of these statements clearly indicate that the most of the respondents showed the very low level of acceptance. The response on statement SC 14 "Comparison among the Political Systems of other Countries" showed that 0.40 % of the students had accepted, 0.08 % had No Opinions, and 99.55 % had rejected this statement. The mean score for this statement was 1.23. The statement No SC 15 "Good Governance" depicted 1.13 % of the students showed positive response and accepted, 0.24 % had No Opinions, and 98.63 % were not agreed with this statement. The mean score for this statement was 1.35 (Table No 4.4.14, 15, 16, 17, 18, 19)

7. The statement No SC 16 was asked to determine the status of Education of Politics as a separate subject at secondary level then 6.14 % of the students responded in negative acceptance, 1.53 % of the respondents were with No Opinions, and 92.03 % did not accept this statement. The mean score for this statement was 1.54 and rejected that that the Education of politics may be taught as a separate subject. In statement No SC 17 it was asked that politics should be integrated into the compulsory subjects taught at secondary level. The response showed that 62.32 % of the students favored, 1.85 % had No Opinions, and 35.83 % did not support this statement. The mean score for this statement was 3.38 and accepted this statement. The mean score of the statement No SC 18 was 1.78 that indicates that students did not accept the

education of politics should be taken as co-curricular activity at secondary level. (Table No 4.4.20, 21, 22)

8. The statement wise analysis on indicator 2 "School Environment" divided into six sub factors. The mean score of statement No SE 1 was 1.21 that is too much below the norm score. The calculated mean score of statement No SE 2 was 1.23 which was very below to the minimum acceptance level. The responses of the students regarding SE 3 with 1.31 mean score indicate the high level of rejection of this statement. The mean score of the statement No SE 4, SE 5 and SE 6 was calculated as 1.89, 1.27 and 1.58. Overall combine mean score of School Environment was 1.41 that indicate that the environment of high and higher secondary schools in Punjab, Pakistan are not promoting the political awareness among the students. (Table No 4.4.23, 24, 25, 26, 27, 28)

9. When the students were asked about the availability of the different organizations results declared that 99.76 % respondents responded in "NO" about the availability of student Council. Similarly, 100 % in "NO" about the availability of the organizations affiliated with political parties at their respective schools, while 99.04 % in "NO" about the availability of group engaged in preparing newspapers in their respective schools. About the availability of Human Rights Organizations 99.44% students responded in "No", while 98.63 % in "NO" about the availability of groups involved in helping the society. Similarly 99.76 % in "NO", 98.12 % in "NO" and 97.63 % in "NO" about the availability of "Cultural Associations", "Computer Clubs" and "Art and Dramatic Clubs" respectively. The over all of percentage about "Yes" was only 0.70 % and 99.30 % responded in "NO". These results

clearly show that no organization/ forum/ society/ club are available in public schools that may help the students to join with each other to gain information, knowledge and political awareness. (Table 4.4.29)

10. The third variable was Home Environment and three statements were asked from the students. The mean score of the statement No HE 1, HE 2 and HE 3 were 1.26, 1.44 and 1.43 respectively and the mean combine of this variable was 1.34 that indicates that the Home Environment of students do not supporting to promote the political awareness among the students. (Table 4.4.30, 31, 32)

11. In the statement wise analyses of the questionnaire of the students, there were 27 statements out of which the acceptance or quality level of 26 statements was negative/low on the part of the respondents. On one statement the level of acceptance was relatively low. The average mean score of the questionnaire of students was 1.51 that shows the negative level of acceptance. (Table No. 4.4.33)

12. The analysis of the questionnaire of the students showed that the arithmetic mean was 40.58 and standard deviation was 7.00. In the student questionnaire analysis, 81 was fixed as the minimum quality scores. The test of significant Z was applied to compare the opinions of Male and Female students about the political awareness, the calculated Z value was 1.05 and table value was 1.96 so the difference between the Male and Female students were found insignificant CV< TV null hypothesis H_o 11 was tested (Table No. 4.4.34)

Chapter 6

CONCLUSIONS AND RECOMENDATIONS

6.1 Conclusions

The aim of this study is to trace the status of the political awareness and what institutions played role in this promotion and further expansion of the political knowledge either through the textbooks or the activities. Through this study, the researchers attempted to grip over the role of the textbooks in promotion of the political awareness and further to develop understanding with the political words. It has been pointed out that the researchers by using the research tools attempted to consolidate the word of political awareness through textbooks and the words which have been used within textbooks in terms of reference to political background of the incidents indirectly and indirectly linked with the political short comings. The researcher focused students of the secondary schools in Pakistan generally and in Punjab particularly. In fact the secondary school stands for the expression of the youth which have to play vital role in national politics in future and others professional business matters of life. The secondary schools are providing roots to national integration, nationalism and national consolidation. Here the teachers and the students have direct interaction for a long period of the educational life and the compulsory subjects are taught. Within compulsory subjects, how much the texts lessons are involved in learning political understanding and in promoting the political awareness. First prime responsibility of the institutions is to educate the students and in next the institutions made possible efforts to promote national integration. Political awareness through textbooks is the primary data for reference. The researchers observed that through the textbooks the teachers, what sort of the role, they can play and how much they articulate the opinion of the students in terms of political engagement within

society. In fact the text books are referred as milestone contribution to process of national development in education field specially. National educational policies have been framed since independence and each covered national integration and the ideology of the state. Now the textbooks are treated as introduction of the country to visualize the social, political, cultural and economic aspects of the states. Urdu language as national language, including the local dialects penetrates the national responsibility to expand nationalism and localism. Knowledge through socialization is made possible. Socialization is referred as direct or indirect attraction of the individuals within state and society. It is the socialization which encourages the state's structure to deal challenges within society. Political socialization is a process, contains input and output structure, influencing institutions to formulate the internal and external policy matters. Through political socialization, the society is flourished with new ideas to learn the new thinking to deal current challenges. It has been observed that political socialization is referred to interest articulation, interest aggregation and further to policy process. In case of Pakistan, the civic engagement is low within society because the political socialization is not credible. Education plays vital role in European countries to promote civic responsibilities. It encourages the relationship between individual and institutions. It further extended the role to bridge the social gap with individual. In fact, society, having of multi-ethnic and multi-cultural aspects has to face serious challenges on internal and external fronts, direct access to national development. The internal disturbance, related to cultural and social matters, is synthesized with the political awareness in terms of history and current political understanding. Pakistan has multi-ethnic and multicultural society, filled with social disturbed under and majority of its population do not access to basic fundamental rights e.g. education, health, shelter and even then the clean water. It is

constitutionally claimed that state is responsible for the promotion of education, for providing healthy environment and for maintaining a balance social and cultural growth. It is worldwide phenomenon that state promoted national integration and national consolidation always through educational activities. It is the education which removes the deprivation of the individual within society and which grows the social and cultural development. Pakistan has to face serious challenges in globalization era. The schools are but they lack of vision and do not have potential to streamline the characteristics of the society. It is a known fact that Pakistan is facing lowest literacy rate in the region, less technologically advanced state and further having of poor economic infrastructure. The education policies contain quality of education and quantity of education. Quality of education has not been properly addressed whereas the quantity was not properly mobilized and socialized. Now there is a dire need of society to bridge the quality and quantity of the education. In addition, in early phases of independence, the state owned institutions are focused to address the educational challenges. During Bhutto era, the nationalized educational policies were centralized to streamline the educational policies. With growing private sector, the role of the state owned institutions has been demised gradually and the private publishers looks enhanced their sphere of the influence but neither the national educational policies were ignored nor the textbooks had been remained set aside. The researcher focused on state owned institutions, their hierarchy and official referred textbooks. The study covered two fold objectives. First, it addressed the learning material and curriculum document, to access objective conclusion. In this portion, the researcher used content analysis approach through textbooks, four compulsory books e.g. Urdu, English, Pakistan Studies and Islamyat. The area of the research is secondary school level. The second strategy referred to address the prevailing conditions regarding politics related

in promotion of the political awareness. The minimum political awareness points (PAP) were set 90, 90, and 81. The mean score of these questionnaires were calculated as following 60.06, 60.72 and 40.58, respectively as the head teachers, teacher and the students. (The table No 4.2. 41, 4.3.39, 4.4.34) The indication is at poor level which meant that the public educational institutions do not have meaningful contribution to promote political awareness.

3.   Eight textbooks of four compulsory subjects i.e. English, Islamic Studies, Pakistan Studies and Urdu have been chosen by the researchers to analyze their relevance with the political awareness. The content analysis method was used. This analysis indicated 4.66% topics, 4.47% paragraphs, 4.37% line and 0.61% words have been used, relevant to political awareness. (Table No. 4.1.9)

When the opinions were taken from the head teachers, teachers and the students, there were 18 statements on 'curriculum' factor. In this questionnaire, the minimum norm score or the political awareness point (PAP) was fixed 54. The calculated arithmetic means of the head teachers, teachers, and students were 32.40, 32.22 and 28.26 as respectively. (Tables 4.2.40, 4.3.38 & 4.4.33) Through this analysis, it was found that the taught texts at secondary school level lacked sufficient content material required supporting political awareness within students. The researcher examines the level of political awareness among the students through conducting a test, dealing basic information related to political education. It was found that curriculum implemented in 2006 did not support the phenomenon of the political awareness because 92.83% students failed in the subjected test. (Table No. 4.5.1) No significant difference was found in the achievement of the male and female students. A significant difference was found in the achievement of male urban and male rural and the null hypotheses H_o 15 was rejected as CV>TV. Similarly, a

significant difference was found in female urban and female rural students as the H_o 16 was rejected as CV> TV.

When the question was asked regarding the inclusion of content on political knowledge within the course outlines. The response was extremely favorable, favored basic political knowledge and concept in penetration processing in all compulsory subjects at secondary level, with mean score 3.60 of Head Teachers 3.61 of Second School Teachers and 3.38 of students. (Tables 4.2.28, 4.3.26, 4.4.21)

The situation viewed that in National Curriculum 2006 education, the efforts have not been made to access the political education and political system education. In compulsory textbooks, the political knowledge was not credible. At national education policy level, the efforts have been made to upgrade the curriculum standard as per to meet the international educational system. The objective is to meet the international learning process and the up-gradation of the subject orientation. In fact, learning material development has been focused rather than the curriculum development activity. It has been researched that the fault line exists within process of material and textbook development.

4.   It is understood reality that environment matters. In public educational institutions the environment was not conducive. The basic knowledge regarding politics and system of political institutions need specific environment, led to cause of political awareness. The quantitative rating on this factor in respective of the questionnaires was extremely poor. As to view, six statements had been asked, and political awareness point (PAP) was fixed 18 for this factor. The mean, calculated on this factor was 10.98 from the head teachers, and it was 10.26 at teacher's level and finally at student level, it was 8.46. The overall impression developed that indicators proved lower level acceptance (Tables 4.2.40, 4.3.38, 4.4.33)

The same sample was asked about the presence of different organizations in their respective schools in terms of gaining practical knowledge. At Head Teachers level, the mean score was 1.74% at teachers' level, it is all about 0.85% and at the student level it was 0.83%. (Tables 4.2.36, 4.3.34, 4.4.29) The overall indicators proved that the organizations which support the students in gaining practical knowledge were unavailable in schools.

5.   Home environment has major source potential to play effective role in determining the status of evaluating the political awareness within students. The calculated information showed that the factor. Home/domestic environment has less credible does not instill political information in the students as the average mean score of Head Teachers = 4.29<norm score 09, Teachers = 4.29<09 and the students = 4.02<09 (Tables: 4.2.40, 4.3.38, 4.4.33)

6.2   Recommendations

The research materialized readings and pointed out recommendations to enhance the basic knowledge regarding politics – education within students of the Pakistani institutions.

6.2.1   Government

- A dire need to launch a political awareness program in Public Secondary Schools to improve the understanding level of the students regarding political system of the country.

- For teaching Pakistan Studies (subject), qualified and research oriented teachers should be appointed.

- Head Teachers and Teachers should be given educational training program to promote political awareness.

- Within Teachers' Training Program, political awareness should be addressed and properly induct within the schedule timing of teaches training program.

6.2.2 Curriculum Wing

Curriculum wing is the essential element of the educational policy of any country. It is treated as driving force to lead nation towards a direction. Curriculum Wing has to take up the responsibility to streamline the outline features of the state's education policies. In this regard, following recommendations are important:

i. Portion division within subject should be focused in context of political knowledge and information.

ii. Instead of approach 'stereotypes' concepts, the focus should be given to modern basic education. Modern basic education means to understand the political learning through co-ordination with the current political system changing.

iii. The curriculum wing should induct the basic topics of political awareness related knowledge in compulsory subject as English, Islamic Studies, Pakistan Studies and Urdu taught at secondary school level.

6.2.3 Head Teachers

Following measures should be adopted by the Head Teachers to generate an oriented environment in transforming the political knowledge/learning to the new generation.

i. Within school time table, the head teachers should give a time portion to the political knowledge.

ii. To establish a student council

iii. To arrange societical activities, like dramatic club and debate society.

iv. To establish Human Rights Organization.

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v.   To establish cultural association.

vi.   To establish scientific societies.

vii.   To arrange workshops/seminars activities to deliver political education.

viii.   To arrange parents day activities.

ix.   To arrange visits historical places

x.   To discuss parliamentary debates

xi.   Arrangements of lectures of the eminent scholars to view Pakistan Studies.

xii.   To channelize the potential of the student in terms of the political awareness.

6.2.4   Secondary School Teachers (SSTs)

The following suggestions are for the teachers:

i.   To transform the political knowledge to the students within lecture.

ii.   To start the activities, like practical activity of election.

iii.   To establish contact relationship between the students and the local politicians.

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APPENDICES

PUBLIC HIGH/HIGHER SCHOOLS IN PUNJAB

Sr. No	Districts	High Schools		Higher Secondary Schools		Total
		Male	Female	Male	Female	
1	Faisalabad	206	216	20	36	478
2	Rawalpindi	196	152	21	15	384
3	Lahore	150	151	7	16	324
4	Sargodha	131	134	23	23	311
5	Gujrat	137	125	8	12	282
6	Attock	116	89	12	11	228
7	Sialkot	91	106	7	17	221
8	Chakwal	107	91	12	9	219
9	Gujranwala	110	97	6	6	219
10	Rahim Yar Khan	124	73	9	11	217
11	Khanewal	109	70	13	12	204
12	Toba Tek Singh	83	95	4	17	199
13	Sahiwal	103	62	12	20	197
14	Bahawalnagar	102	76	5	11	194
15	Okara	108	58	5	4	175
16	Vehari	76	71	11	9	167
17	Multan	97	43	14	10	164
18	Bahawalpur	81	64	8	7	160
19	Jhang	87	57	7	7	158
20	Narowal	71	70	13	4	158
21	Sheikhupura	77	59	7	11	154
22	Kasur	87	50	5	8	150
23	Jhelum	69	65	5	6	145
24	Layyah	68	71	3	2	144
25	Muzaffargarh	85	40	8	6	139
26	Mandi Bahauddin	64	59	7	5	135
27	D. G. Khan	73	43	7	8	131
28	Mianwali	79	37	8	5	129
29	Khushab	66	39	6	3	114
30	Bhakkar	68	24	5	4	101
31	Pakpattan	56	30	4	2	92
32	Lodhran	54	25	4	7	90
33	Nankana Sahib	51	27	3	4	85
34	Hafizabad	33	26	9	7	75
35	Chiniot	44	24	2	3	73
36	Rajanpur	40	19	7	5	71
	Total	3299	2538	307	343	6487

Note: Data collected from www.school.punjab.gov.pk on 18.10.2013 on 7:23 PM and tabulated by the researcher

SECONDARY SCHOOL TEACHERS IN PUBLIC SCHOOL IN PUNJAB

Sr. No	Districts	SSTs		Total
		Male	Female	
1	Attock	1333	1228	2561
2	Bahawalnagar	1002	734	1736
3	Bahawalpur	768	658	1426
4	Bhakkar	798	624	1422
5	Chakwal	756	563	1319
6	Chiniot	720	583	1303
7	D. G. Khan	787	475	1262
8	Faisalabad	734	507	1241
9	Gujranwala	633	577	1210
10	Gujrat	660	496	1156
11	Hafizabad	756	392	1148
12	Jhang	683	464	1147
13	Jhelum	689	439	1128
14	Kasur	628	434	1062
15	Khanewal	565	429	994
16	Khushab	566	409	975
17	Lahore	456	434	890
18	Layyah	505	350	858
19	Lodhran	488	350	838
20	Mandi Bahauddin	464	358	822
21	Mianwali	533	287	820
22	Multan	429	327	756
23	Muzaffargarh	571	182	753
24	Narowal	462	264	726
25	Nankana Sahib	424	234	658
26	Okara	381	269	650
27	Pakpattan	414	222	636
28	Rahim Yar Khan	377	249	626
29	Rajanpur	373	250	623
30	Rawalpindi	372	245	617
31	Sahiwal	385	224	609
32	Sargodha	370	236	606
33	Sheikhupura	311	253	564
34	Sialkot	310	208	518
35	Toba Tek Singh	309	148	457
36	Vehari	217	120	337
	Total	19773	13788	33561

Source: Data was collected from the offices of District Education Officers (SE) in all the districts of the Punjab

STUDENTS ENROLLMENT 10th IN PUBLIC SCHOOLS IN THE PUNJAB

Sr. No	BISEs	Category	Male	Female	Total
1	Sargodha	Science	18640	11394	30034
		Arts	4013	7950	11963
2	Faisalabad	Science	23075	14539	37614
		Arts	10469	17348	27817
3	Sahiwal	Science	12462	9775	22237
		Arts	4439	6631	11070
4	Gujranwala	Science	35860	33518	69378
		Arts	11151	26415	37566
5	Multan	Science	23759	17479	41238
		Arts	3459	8409	11868
6	Bahawalpur	Science	12487	8924	21411
		Arts	1801	5354	7155
7	Lahore	Science	38971	35676	49109
		Arts	10138	22710	58386
8	Rawalpindi	Science	25335	18778	44111
		Arts	6114	14463	20577
9	Dera Ghazi Khan	Science	12322	7145	19467
		Arts	700	2633	3333
Total			255195	269141	524336

Source: Data was collected from the Gazettes 2014 of the BISEs in the Punjab

SUBJECTS TAUGHT AT SECONDARY LEVEL IN THE PUNJAB

Sr. No	Subjects	Sr. No	Subjects
1	Arabic	19	Geography
2	Art/Art & Model Drawing	20	Geography of Pakistan
3	Biology	21	Health & Physical Education
4	Chemistry	22	History of Pakistan/ History Of Indo Pak
5	Child Development And Family Living	23	House Hold Accounts & Its Related Problems
6	Civics	24	Islamic History
7	Commercial Geography	25	Islamic Studies
8	Computer Sciences	26	Islamiyat (Compulsory)
9	Economics	27	Management For Better Home
10	Education	28	Mathematics
11	Electrical Wiring	29	Pakistan Studies
12	Elements of Home Economics	30	Persian
13	English	31	Physics
14	Environmental Studies	32	Poultry Farming
15	Fish Farming	33	Punjabi
16	Food And Nutrition	34	Urdu
17	General Math	35	Urdu Literature
18	General Science	36	Wood Work (Furniture Making)

Source: (Data was collected from the Gazettes 2014 of the BISEs in the Punjab)

CIVICS TAKEN AS SUBJECT IN THE PUNJAB

Sr. No	BISEs	Students in Civics	Total Enrolment 2014 in BISEs of the Punjab	Percentage (%)
1	Sargodha	1753	58965	2.97
2	Faisalabad	242	123946	0.19
3	Sahiwal	247	49149	0.05
4	Gujranwala	738	167107	0.44
5	Multan	378	74565	0.50
6	Bahawalpur	485	57061	0.84
7	Lahore	2794	632322	0.44
8	Rawalpindi	2573	133354	1.92
9	Dera Ghazi Khan	96	48143	0.20
Total		9306	1344612	0.692

Source: (Data was collected from the Gazettes 2014 of the BISEs in the Punjab

Questionnaire Head Teachers

International Islamic University Islamabad

Department of Politics and IR

Ph. D (Politics and IR

> Topic: **Educational Institutions and Political Awareness in Pakistan:**
> **A Case Study of the Punjab**

Dear Sir/Madam

This survey is conducted as a part of research project, which will be submitted to the Department of Politics and International Relations, International Islamic University Islamabad as a partial fulfillment of the requirement for the degree of Ph. D (Politics and IR).

The main aim of this study is to know the impact of Educational Institutions on the political awareness of the students of 10th class in Pakistan.

Therefore I am inviting you to participate in this survey by filling up the attached questionnaire. Your assistance in completing this survey is completely voluntary and confidential but will be highly appreciated. Please give the most thoughtful and honest answer. All responses, once received are completely confidential and reported only in summary format.

If you have any question about this survey, please feel free to contact undersigned via email <u>muzaffarrps@gmail.com</u> or Cell# 03437415909

Thanks & Regards;

Muhammad Muzaffar
Ph. D (Politics & IR) Scholar
International Islamic University Islamabad, Pakista

Section-I   **Basic Information**

1.   **Gender:**

(1) Male   ☐   (2) Female   ☐

2.   **Age:**

(1) <25 Year   ☐

(2) <30 Years   ☐

(3) <40 Year   ☐

(4) <50 Year   ☐

(5) <60 Year   ☐

3.   **Qualification**

(1) Bachelor   ☐

(2) Master   ☐

(3) MS/M. Phil   ☐

(4) PhD   ☐

(5) Other   ☐

4.   **Designation**

(0) In-charge HM   ☐

(1) HM   ☐

(2) Sr. HM   ☐

(3) Principal   ☐

5.   **Teaching Experience**

(1) < 5 years   ☐

(2) <10 years   ☐

(4) < 20 years   ☐

(6) < 30 years   ☐

(8) < 40 years   ☐

6. **Administrative Experience**

(1) < 5 years   ☐

(2) < 10 years   ☐

(3) < 20 years   ☐

(4) < 30 years   ☐

(5) < 40 years   ☐

7. **The total enrollment of students in your school?**

(1) < 100   ☐
(2) < 200   ☐
(3) < 500   ☐
(4) < 1000   ☐
(5) < 2000   ☐
(6) < 4000   ☐

8. **The total enrollment of 10th class students in your school?**

(1) < 10   ☐
(2) < 50   ☐
(3) < 100   ☐
(4) < 200   ☐
(5) < 400   ☐
(6) < 600   ☐

Section-II

Importance of Education of Politics

Item No	Statements	Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree
		5	4	3	2	1
SP1	Political Education develops political awareness in the students of Secondary School Certificate					
SP2	Political Education develops a sense of awareness regarding the affairs of the state					
SP3	Political Education produces better traits of leadership in the students					

Section-III

School Curriculum

The following topics are included in the curriculum at Secondary School Certificate		Strongly agree	Agree	No Opinion	Disagree	Strongly Disagree
		5	4	3	2	1
SC 1	Political Science and its elements					
SC 2	State concepts, theories and its elements					
SC 3	Sovereignty (features, kinds, theories)					
SC 4	Government Concepts, forms (Democracy, Dictatorship etc) and its organs; Legislature, Executive, Judiciary and Media					
SC 5	National Constitution, Characteristics, and Kinds Constitutions of Pakistan					
SC 6	The Federal System, President, Prime Minister, Cabinet					
SC 7	Parliament (National Assembly, Senate, Speakers, Role of parliament, Powers of parliament, Procedure of lawmaking)					
SC 8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council					
SC 9	Election And Electoral System					
SC 10	Local Government System of Pakistan					
SC 11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership					

		Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
SC 12	Constitutional Departments, Islamic Ideology Council, National Security Council					
SC 13	International Organizations					
SC 14	Comparison Among Political Systems of other Countries					
SC 15	Good Governance					
SC 16	Political Education should be taught as a separate compulsory subject at Secondary School Certificate					
SC 17	Political Education should be integrated into the compulsory subjects at Secondary School Certificate					
SC 18	Political Education should be taken as a co-curricular activity					

Section-IV   School Environment

Item No	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
		5	4	3	2	1
SE 1	Students select the subject combination forced by the teachers					
SE 2	Students select the subject combination by their own choice					
SE 3	Students select the subject combination by following their fellows					
SE 4	Students select the subject combination forced by the parents					
SE 5	proper time is spent in teaching of Political Education in your school					
SE 6	Your school participates in Projects related to Political Education					

Following organizations are available for students to join here in your school		Yes	No
SE7	A Student Council		
SE 8	An organization affiliated with political party		
SE 9	A group which prepares a school newspaper		
SE 10	A Human Rights Organization		
SE 11	A group conducting activities to help the society		

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SE 12	Cultural Associations		
SE 13	A Computer Club		
SE 14	An Art or Dramatic Club		

Section-V   **Home Environment of students**

Item No	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
		5	4	3	2	1
HE 1	The community adjacent to your school have political awareness					
HE 2	The parents of the students involved in political activities					
HE 3	The students of your school have political knowledge					

On behalf of your experience, what would you suggest to increase the level of political awareness among secondary level students in Pakistan?

_____

_____

You have now reached at the end of this questionnaire
Many thanks for taking time to answer these questions
Your answer will contribute to a better understanding of
Status of Political Education in Pakistan

Researcher

Mian Muhammad Muzaffar

Questionnaire Secondary School Teacher

International Islamic University Islamabad

Department of Politics and IR

Ph. D (Politics and IR)

**Topic: Educational Institutions and Political Awareness in Pakistan:
A Case Study of the Punjab**

Dear Sir/Madam

This survey is conducted as a part of research project, which will be submitted to the Department of Politics and International Relations, International Islamic University Islamabad as a partial fulfillment of the requirement for the degree of Ph. D (Politics and IR).

The main aim of this study is to know the impact of Educational Institutions on the political awareness of the students of 10th class in Pakistan.

Therefore I am inviting you to participate in this survey by filling up the attached questionnaire. Your assistance in completing this survey is completely voluntary and confidential but will be highly appreciated. Please give most thoughtful and honest answer. All responses, once received are completely confidential and reported only in summary format.

If you have any question about this survey, please feel free to contact undersigned via email muzaffarrps@gmail.com or Cell# 03437415909

                                                               .

Thanks & Regards;

Mian Muhammad Muzaffar
Ph. D (Politics & IR) Scholar
International Islamic University Islamabad, Pakista

(Please tick the suitable box)

Section-I		**Basic Information**

1. **Gender**

(1) Male ☐   (2) Female ☐

2. **Age**

(1) <25 Year ☐

(2) <30 Years ☐

(3) <40 Year ☐

(4) <50 Year ☐

(5) <60 Year ☐

3. **Qualification**

(1) Bachelor ☐

(2) Master ☐

(3) MS/M. Phil ☐

(4) Ph. D ☐

(5) Other ☐

4. **Teaching Experience**

(1) < 5 years ☐

(2) < 10 years ☐

(4) < 20 years ☐

(6) < 30 years ☐

(8) < 40 years ☐

5. **Do you have studied political science at any stage during your studies?**

(1) No ☐

(2) Yes ☐

6. **Have you participated in professional development activities or trainings in a discipline related to political education?**

(1) No ☐

(2) Yes ☐

Section-II Significance of Political Education

Item No	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
		1	2	3	4	5
SP1	Political Education develops political awareness in the students of secondary level					
SP2	Political Education develops a sense of awareness regarding the affairs of the state					
SP3	Political Education produces better traits of leadership in the students					

Section-III School Curriculum

Item No	The following topics are taught at Secondary Level	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
		1	2	3	4	5
SC 1	Political Science and its Elements					
SC 2	State concepts, theories and its elements					
SC 3	Sovereignty (features, kinds, theories)					
SC 4	Government Concepts, forms (Democracy, Dictatorship etc) and its organs; Legislature, Executive, Judiciary and Media					
SC 5	National Constitution, Characteristics, and Kinds Constitutions of Pakistan					
SC 6	The Federal System, President, Prime Minister, Cabinet					
SC 7	Parliament (National Assembly, Senate, Speakers, Role of parliament, Powers of parliament, Procedure of lawmaking)					
SC 8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council					
SC 9	Election And Electoral System					

SC 10	Local Government System of Pakistan					
SC 11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership					
SC 12	Constitutional Departments, Islamic Ideology Council, National Security Council					
SC 13	International Organizations					
SC 14	Comparison Among Political Systems of other Countries					
SC 15	Good Governance					
SC 16	Political Education should be taught in the form of a separate compulsory subject at secondary level					
SC 17	Political Education should be integrated into all the compulsory subjects at secondary level					
SC 18	Political Education should be taken as a co-curricular activity at secondary level					

Section-IV   School Environment

Item No	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
		5	4	3	2	1
SE 1	Students selects the subject combination by the teachers' choice					
SE 2	Students selects the subject combination by their own choice					
SE 3	Students selects the subject combination by following their fellows					
SE 4	Students selects the subject combination by the parents' choice					
SE 5	A proper time is spent in teaching the Political Education n your school					
SE 6	Your school participates in Projects related to Political Education					

Are the following organizations available for students to join here in your school?		Yes	No
SE 7	A Student Council		
SE 8	An organization affiliated with political party		
SE 9	A group which prepares a school newspaper		
SE 10	A Human Rights Organization		

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SE 11	A group conducting activities to help the society		
SE 12	Cultural Associations		
SE 13	A Computer Club		
SE 14	An Art or Dramatic Club		

Section-V   **Home Environment of students**

Item No	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
		1	2	3	4	5
HE 1	The community adjacent to your school have political awareness					
HE 2	The parents of the students involved in political activities					
HE 3	The students of your school have political knowledge					

On behalf of your experience, what would you suggest to increase the level of political awareness among secondary level students in Pakistan?

_____

_____

You have now reached at the end of this questionnaire
Many thanks for taking the time to answer these questions
Your answer will contribute to a better understanding of
Political Education in Pakistan

Researcher

Mian Muhammad Muzaffar

Questionnaire Student

International Islamic University Islamabad
Department of Politics and IR
Ph. D (Politics and IR)

Topic:	Educational Institutions and Political Awareness in Pakistan: A Case Study of the Punjab

Dear Students

This survey is conducted as a part of research project, which will be submitted to the Department of Politics and International Relations, International Islamic University Islamabad as a partial fulfillment of the requirement for the degree of Ph. D (Politics and IR).

The main aim of this study is to know the impact of Educational Institutions on the political awareness of the students of 10th class in Pakistan.

Therefore I am inviting you to participate in this survey by filling up the attached questionnaire. Your assistance in completing this survey is completely voluntary and confidential but will be highly appreciated. Please give most thoughtful and honest answer. All responses, once received are completely confidential and reported only in summary format.

If you have any question about this survey, please feel free to contact undersigned via email muzaffarrps@gmail.com or Cell# 03437415909

Thanks & Regards;

Mian Muhammad Muzaffar
Ph. D (Politics & IR) Scholar
International Islamic University Islamabad, Pakistan

1.   **Gender**

        1.   Male   ☐   2. Female   ☐

2.   **Location**

        1.   Urban   ☐   2. Rural   ☐

3.   **Family Background**

        1.   Political   ☐   2. Non-political ☐

4.   **Interest in Politics**

        1.   Yes   ☐   2. No   ☐

Section-III   **School Curriculum**

Item No	The following topics are taught at Secondary Level	Strongly agree	Agree	No opinion	Disagree	Strongly disagree
		1	2	3	4	5
SC 1	Political Science and its elements					
SC 2	State concepts, theories and its elements					
SC 3	Sovereignty (features, kinds, theories)					
SC 4	Government Concepts, forms (Democracy, Dictatorship etc) and its organs; Legislature, Executive, Judiciary and Media					
SC 5	National Constitution, Characteristics, and Kinds Constitutions of Pakistan					
SC 6	The Federal System, President, Prime Minister, Cabinet					
SC 7	Parliament (National Assembly, Senate, Speakers, Role of parliament, Powers of parliament, Procedure of lawmaking)					
SC 8	The Judiciary (Supreme Court, High Court, Supreme Judicial Council					
SC 9	Election And Electoral System					

SC 10	Local Government System of Pakistan					
SC 11	Political Dynamics, Public Opinion, Political Parties, Interest Groups Pressure Groups, Leadership					
SC 12	Constitutional Departments, Islamic Ideology Council, National Security Council					
SC 13	International Organizations					
SC 14	Comparison Among Political Systems of other Countries					
SC 15	Good Governance					
SC 16	Political Education should be taught in the form of a separate compulsory subject at secondary level					
SC 17	Political Education should be integrated into all the compulsory subjects at secondary level					
SC 18	Political Education should be taken as a co-curricular activity at secondary level					

Section-IV   **School Environment**

Item No	Statements	Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
		5	4	3	2	1
SE 1	You select the subject combination by the teachers' choice					
SE 2	You select the subject combination by your own choice					
SE 3	You select the subject combination by following your fellows					
SE 4	You select the subject combination by the parents' choice					
SE 5	a proper time is spent in teaching the Political Education in your school					
SE 6	Your school participates in Projects related to Political Education					
Are the following organizations available for students to join here in your school?		*Yes*			*No*	
SE 7	A Student Council					
SE 8	An organization affiliated with political party					
SE 9	A group which prepares a school newspaper					

SE 10	A Human Rights Organization		
SE 11	A group conducting activities to help the society		
SE 12	Cultural Associations		
SE 13	A Computer Club		
SE 14	An Art or Dramatic Club		

Section-V   **School Environment**

Home Environment		Strongly agree	Agree	No opinion	Disagree	Strongly Disagree
HE 1	There is any discussion of politics in your home area					
HE 2	Your parents have any relationship with any political party					
HE 3	Your parents or any other family member discuss politics with you					

Section-VI   **Test**

Choose the Correct answer and circle the best option?

SQ.1 Who used the word "Politics" first time in the history?

A	Aristotle	B	Plato
C	Mechiawli	D	Abn-e-Khaldon

SQ.2 Which is the administrative political system of Pakistan?

A	Unitary	B	Federal
C	Semi unitary	D	Semi Federal

SQ.3 Name the first state which came on the base of ideology?

A	Saudi Arabia	B	Israel

| C | Pakistan | D | Russia |

SQ.4 Who is sovereign in Islamic concept of Sovereignty?

| A | Human Being | B | Prophet |
| C | Allah Almighty | D | Rulers |

SQ.5 Who said "*Democracy* is the government of the people, by the people, for the people"?

| A | Churchill | B | Ibrahim Lincoln |
| C | Aristotle | D | Plato |

SQ.6 Name the country whose political system is the mother of all political systems of the world?

| A | America | B | France |
| C | Britain | D | Russia |

SQ.7 Who is the Head in Parliamentary form of Government?

| A | President | B | Prime Minister |
| C | Governor | D | Chief Minister |

SQ.8 How many members are there in the present National Assembly of Pakistan?

| A | 313 | B | 324 |
| C | 100 | D | 342 |

SQ.9 Name the present Chairman Senate of Pakistan?

| A | Elahi Bukhsh | B | Nayyar Hussain Bukhari |
| C | Waseem Sajjad | D | Yousaf Raza Gillani |

SQ.10 Who select the Senator?

| A | MNAs | B | MPAs |

| C | President | D | MNAs & MPAs |

SQ.11 What is tenure of the President of Pakistan?

| A | Three Years | B | Four Years |
| C | Five Years | D | Six Years |

SQ.12 What is tenure of the President of U.S.A?

| A | Three Years | B | Four Years |
| C | Five Years | D | Six Years |

SQ.13 Name the present Chief Justice of Pakistan?

| A | Iftakhar Hussain Ch | B | Liaqat Ali Doger |
| C | Syed Sajjad Hussain | D | Bhgwan Das |

SQ.14 Who appoints the judges of Supreme Court?

| A | Prime Minister | B | President |
| C | Chief Justice | D | Army Chief |

SQ.15 At what age you will start to cast the vote?

| A | 21 Years | B | 25 Years |
| C | 18 Years | D | 20 Ears |

SQ.16 Name the liberal political party in Pakistan?

| A | Pakistan Peoples' Party | B | Jamat-e-Islami |
| C | Pakistan Muslim League | D | Pakistan Awami Tehrik |

SQ.17 Which kind of political system is in Pakistan?

| A | One Party System | B | Two Party |
| C | Three Party System | D | Multi Party system |

SQ.18 Name the Local Government System of Ayyub Khan?

A	Devolution Plan	B	Basic Democracies
C	Peoples' local Government	D	None of these

SQ.19 Who is responsible for "Good Governance" in the province?

A	Prime Minister	B	President
C	Governor	D	Chief Minister

SQ.20 ICJ stands for............................?

A	International Criminal Court	B	Internal Court of Justice
C	International Court of Justice	D	Intl. Judicial Commission

بین الاقوامی اسلامیہ یونیورسٹی اسلام آباد

ڈیپارٹمنٹ آف پولٹیکس اینڈ انٹرنیشنل ریلیشنز

پی۔ایچ۔ڈی پولٹیکس اینڈ انٹرنیشنل ریلیشنز

عنوان:۔   پاکستان میں تعلیمی ادارے اور سیاسی شعور: پنجاب بطور سٹڈی کیس

عزیز طلبا / طالبات

السلام علیکم!

یہ سروے ایک تحقیقی مقالہ کے لیے کیا جارہا ہے جو کہ ڈیپارٹمنٹ آف پولٹیکس اینڈ انٹرنیشنل ریلیشنز بین الاقوامی اسلامیہ یونیورسٹی اسلام آباد میں پی۔ایچ۔ڈی کی ڈگری کے لیے جمع کروایا جائے گا۔ اس مطالعہ کا بنیادی مقصد پاکستان میں ثانوی جماعت کے طلبا / طالبات کے سیاسی شعور پر تعلیمی اداروں کے اثرات کا جائزہ لینا ہے۔ اسی مقصد کے حصول کے لیے آپ کو یہ سوالنامہ حل کرنے کی دعوت دی جاتی ہے۔ آپ کا تعاون رضاکارانہ ہو گا آپ کی مہیا کردہ معلومات کو خفیہ رکھا جائے گا اور صرف تحقیقی مقصد کے لیے استعمال کی جائیں گی۔

براہ کرم یہ سوالنامہ انتہائی دیانتداری سے حل کریں اور حقیقت پر مبنی جواب دیں۔

وقت دینے پر شکریہ اگر آپ کے ذہن میں اس تحقیق سے متعلق کوئی سوال ہو تو مندرجہ ذیل ای میل یا موبائل نمبر پر رابطہ کریں۔

<u>muzaffarrps@gmail.com</u> OR 0343-7415909

والسلام

محمد مظفر

پی۔ایچ۔ڈی سکالر

ڈیپارٹمنٹ آف پولٹیکس اینڈ انٹرنیشنل ریلیشنز

بین الاقوامی اسلامیہ یونیورسٹی اسلام آباد

1۔ جنس / صنف

الف :   لڑکا   ب :   لڑکی

2۔ شہریت

الف :   شہری   ب :   دیہاتی

3۔ خاندانی پس منظر

الف :   سیاسی   ب :   غیر سیاسی

4۔ سیاست میں دلچسپی

الف :   ہاں   ب :   نہیں

سیکشن ب   نصاب

آئٹم نمبر	کیا آپ کو ثانوی سطح پر مندرجہ ذیل عنوانات پڑھائے گئے ہیں	بہت زیادہ متفق	متفق	کوئی رائے نہیں	غیر متفق	بہت زیادہ غیر متفق
ایس سی 1	سیاسیات اور اس کے عناصر					
ایس سی 2	ریاست کے تصورات، نظریات اور عناصر					
ایس سی 3	اقتدار اعلیٰ کے خد و خال، اقسام اور نظریات					
ایس سی 4	حکومت کے نظریات، اقسام (جمہوریت و آمریت) ارکان، مقننہ، انتظامیہ، عدالت و صحافت					
ایس سی 5	قومی آئین، خصوصیات، اقسام و آئین پاکستان					
ایس سی 6	وفاقی نظام حکومت، صدر، وزیر اعظم، کابینہ					
ایس سی 7	پارلیمنٹ، قومی اسمبلی، سینٹ اور قانون سازی کا طریقہ کار					
ایس سی 8	عدالتیں، سپریم کورٹ، ہائی کورٹ، سپریم جوڈیشیل کونسل					
ایس سی 9	الیکشن اور الیکشن کا طریقہ کار					
ایس سی 10	پاکستان کی مقامی حکومتیں					
ایس سی 11	سیاسی نظریات، عوامی رائے، سیاسی پارٹیاں، لیڈرشپ					

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					آئینی ادارے، اسلامی نظریاتی کونسل، قومی سیکیورٹی کونسل	ایس سی 12
					بین الاقوامی تنظیمیں	ایس سی 13
					مختلف ممالک کے سیاسی نظام کا تقابلی جائزہ	ایس سی 14
					ملکی انتظام و انصرام	ایس سی 15
					سیاسی تعلیم کو ثانوی سطح پر علیحدہ لازمی مضمون کے طور پر پڑھایا جائے	ایس سی 16
					سیاسی تعلیم کو ثانوی سطح پر رائج لازمی مضامین میں شامل کیا جائے	ایس سی 17
					سیاسی تعلیم کو ثانوی سطح کی ہم نصابی سرگرمیوں میں شامل کیا جائے	ایس سی 18

سیکشن ج   سکول کا ماحول

بہت زیادہ غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	بہت زیادہ متفق		آئٹم نمبر
					آپ نے اپنے استاد کے مشورے سے اپنے مضامین کا انتخاب کیا	ایس ای 1
					آپ نے اپنی مرضی سے اپنے مضامین چنے	ایس ای 2
					آپ کے سکول میں آپ سے موجودہ سیاسی مسائل پر گفتگو کی جاتی ہے	ایس ای 3
					آپ کے سکول کی لائبریری میں سیاسی تعلیم کے متعلق مواد موجود ہے	ایس ای 4
					آپ کے سکول میں سیاسی آگاہی کے لیے وقت مختص کیا جاتا ہے	ایس ای 5
					آپ کی کلاس میں ہونے والے فیصلوں میں آپ کو شریک کیا جاتا ہے	ایس ای 6

نہیں		ہاں		کیا آپ کے سکول میں مندرجہ ذیل تنظیمیں موجود ہیں	
				طلبا و طالبات کی کونسل	ایس ای 7
				کسی سیاسی جماعت سے متعلقہ سیاسی تنظیم	ایس ای 8

			طلبا یا طالبات کا گروپ جو سکول کا اخبار تیار کرتا ہو	ایس ای 9
			انسانی حقوق سے متعلق تنظیم	ایس ای 10
			معاشرہ کے فلاح کی تنظیم	ایس ای 11
			ثقافتی تنظیم	ایس ای 12
			کمپیوٹر کلب	ایس ای 13
			آرٹ یا ڈرامیٹک کلب	ایس ای 14

سیکشن د   گھریلو ماحول

بہت زیادہ غیر متفق	غیر متفق	کوئی رائے نہیں	متفق	بہت زیادہ متفق		آئٹم نمبر
					آپ کے گھر کے قرب و جوار میں سیاسی سرگرمیاں ہوتی ہیں	ایچ ای 1
					آپ کے والدین کا کس سیاسی جماعت سے تعلق ہے	ایچ ای 2
					آپ کے خاندان میں سے کوئی آپ سے سیاست پر گفتگو کرتا ہے	ایچ ای 3

ٹیسٹ

مندرجہ ذیل سوالات کے درست جواب پر دائرہ لگائیں۔

ایس کیو 1۔ لفظ "سیاست" کا استعمال سب سے پہلے کس نے کیا تھا؟

A. ارسطو   B. افلاطون   C. میکاولی   D. ابن خلدون

ایس کیو 2۔ پاکستان میں انتظامی سیاسی نظام کون سا ہے؟

A. واحدانی   B. وفاقی   C. نیم وفاقی   D. نیم واحدانی

ایس کیو 3۔ دنیا کی پہلی نظریاتی ریاست کون سی ہے؟

A. سعودی عرب   B. اسرائیل   C. پاکستان   D. روس

ایس کیو 4۔ اسلام میں اقتدار اعلیٰ کا مالک کون ہے؟۔

A. انسان   B. پیغمبر   C. اللہ تعالیٰ   D. خلیفہ

ایس کیو 5۔ جمہوریت "عوام کی حکومت، عوام کے ذریعے اور عوام کے لیے" ہے۔ یہ کس مفکر کا قول ہے؟

A. چرچل   B. ابراہم لنکن   C. ارسطو   D. افلاطون

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ایس کیو6۔ کس ملک کے سیاسی نظام کو دنیا کے سیاسی نظاموں کی ماں کہاجاتا ہے؟

A. امریکہ   B. فرانس   C. برطانیہ   D. روس

ایس کیو7۔ پارلیمانی طرز حکومت میں، حکومت کا سربراہ کون ہوتا ہے؟

A. صدر   B. وزیراعظم   C. گورنر   D. وزیراعلی

ایس کیو8۔ پاکستان کی قومی اسمبلی کے ممبران کی تعداد کتنی ہے؟۔

A. 313   B. 324   C. 100   D. 342

ایس کیو9۔ پاکستان کے ایوان بالا کے موجودہ چیرمین کا کیا نام ہے؟

A. الہی بخش   B. وسیم سجاد   C. نیّر حسین بخاری   D. یوسف رضا گیلانی

ایس کیو10۔ پاکستان میں سینٹ کے ممبران کا انتخاب کون کرتا ہے؟

A. ایم این ایز   B. ایم پی ایز   C. صدر   D. ایم این ایز اور ایم پی ایز

ایس کیو11۔ پاکستان میں صدر کے عہدے کی میعاد کتنے سال ہوتی ہے؟

A. 3 سال   B. 4 سال   C. 5 سال   D. 6 سال

ایس کیو12۔ امریکہ میں صدر کے عہدے کی میعاد کتنے سال ہوتی ہے؟

A. 3 سال   B. 4 سال   C. 5 سال   D. 6 سال

ایس کیو13۔ پاکستان کے موجودہ چیف جسٹس کا کیا نام ہے؟

A. افتخار حسین چودھری   B. لیاقت علی ڈوگر   C. سید نسیم حسن شاہ   D. بھگوان داس

ایس کیو14۔ پاکستان میں سپریم کورٹ کے ججوں کی تقرری کون کرتا ہے؟

A. وزیراعظم   B. صدر   C. چیف جسٹس   D. آرمی چیف

ایس کیو 15۔ آپ کس عمر میں اپنے ووٹ کا حق استعمال کریں گے؟

A. 21 سال   B. 25 سال   C. 18 سال   D. 20 سال

ایس کیو16۔ پاکستان میں کون سی سیاسی جماعت "آزاد خیال" سمجھی جاتی ہے؟

A. جماعت اسلامی   B. مسلم لیگ   C. پاکستان پیپلزپارٹی   D. پاکستان عوامی تحریک

ایس کیو17۔ پاکستان کا کون سا سیاسی نظام ہے؟

A. یک جماعتی   B. دو جماعتی   C. تین جماعتی   D. کثیر جماعتی

ایس کیو18۔ پاکستان میں ایوب خان نے کون سا مقامی نظام حکومت متعارف کرایا؟

A. ڈیوولیوشن پلان   B. پیپلز لوکل گورنمنٹ   C. بنیادی جمہوریتیں   D. ان میں سے کوئی نہیں

ایس کیو19۔ پارلیمانی طرز حکومت میں صوبے میں "گڈ گورننس" کا ذمہ دار کون ہوتا ہے؟

A. وزیراعظم   B. صدر   C. گورنر   D. وزیراعلی

ایس کیو20۔ ICJ مخفف ہے

A. بین الاقوامی کریمینل کورٹ   B. انٹرنل کورٹ آف جسٹس   C. بین الاقوامی کورٹ آف جسٹس   D. بین الاقوامی جوڈیشل کمیشن