

**RESEARCH PAPER****Learning Perspective in Social Studies and Pakistan Studies  
Subjective Contents to Strengthen Democracy, Citizenship, Peace  
and Tolerance in Students****<sup>1</sup>Irfan Ali Mallah\*, <sup>2</sup>Dr. Ejaz Shaheen and <sup>3</sup>Imran Khan**

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**\*Corresponding Author:** irfanalimallah786786786@gmail.com**ABSTRACT**

Study aims to explore the learning perspectives in social studies and Pakistan studies subjects' which strengthen the democracy, citizenship and Peace and tolerance among students, it also analyzes the contents of social studies and Pakistan studies subjects which strengthen the democratic, citizenship, Peace and tolerance skills among students. Curriculum contents construct learning perspective which synthesize the mindset and motivate the reasoning abilities and critical thinking. Contents of SS and PS subjects reflect the ideological, social and cultural, political, religious, constitution and law perspectives. Study is qualitative in nature, narrative design and case studies designs are used, data is collected through convenient sampling with semi structured tool from 20 participants and data is also collected through the contents of democracy, citizenship, peace and tolerance from 10 social studies and Pakistan studies 1 class 12 class text books. Study explores that there is diverse learning perspective in SS and PS subjects contents such as ideological, social and cultural, political and constitutional, national and international, contents of subjects are related to scope of democracy, good governance, peace, harmony, equality, social justice, norms, value and citizenship. Content oriented information builds the national hood, equality, social justice, cooperation, and brotherhood, ethical and moral values which strengthen democracy and peace and tolerance among individuals.

**KEYWORDS:** Citizenship, Contents of Social, Democracy, Learning Perspective, Pakistan Studies, Peace Tolerance, Strengthen**Introduction**

Education propagates the lesson of peace and harmony and rid out prejudice and narrow-mindedness in public and society respectively, it sustains morality and up brings healthy approach in masses for socio- economic development. Utmost objective of social education is to flourish democracy, citizenship, and peace and harmony in the state furthermore it works for economic prosperity, national security, and global establishment (Abdullahi, 2010, p. 26). Educational policies, curriculum development, teaching learning techniques and evaluation strategies focus the social and moral reforms in society (Khan, 2023). Social studies and Pakistan studies contents should reflects ideological principles such as unity, equality, brotherhood, tolerance and peace (Shahzada, 2011). Pakistan is an Islamic state therefore democracy is agenda of state in which justice, equality, human rights and peace. Islam strictly condemns violence, injustice, corruption and misuse of resources. Pakistan is blessed with rich cultural and civilization heritage which also reflect the norms, values, ethics and social integrity in the community (Galtung, 1969). Foundation of education is based on diverse aspects such as philosophical foundation, psychological foundation, cultural foundation, social foundation, religious foundation and historical foundation, curriculum and course

contents are based on such foundations to develop the strand and developed nation (Muzaffar, et. al. 2017). Curriculum perspective of education widely based on varieties of curriculum such as core curriculum, behavioral curriculum and hidden curriculum which mainly deals with human virtues like respect of human rights, socio- economic development, preservation of honor, and property.

### **Literature Review**

Education shapes the nation through, brings reforms in society, resolve the problem of people. Curriculum is designed effectively to mitigate the social, moral and economic need of people. It reflects the social demand and career demand of the youth within the state and across the World (Ahmed, 2017). Development of curriculum is an intensive phenomenon which deals with the innovative need of individual, modern skills and abilities, social and political abilities in an individual, curriculum (UNICEF, 2011; Barakat et al., 2008). Purpose of national and Islamic ideology is to sanctify their political manifest in society, stimulate social integrity and patriotism in public and unify the Muslim world. Political objective manufacture the heritage of the state of Pakistan, and preach Islamic paradigm in nation through the teaching social studies and Pakistan studies curriculum (Mustafa, 2004). Education shapes and reshapes human and social capital such as economic growth and social capital, preserve culture and heritage of the nation. State is confined to give equal right in the state for resources, jobs, community and law and justice. It aware the youth for citizenship and character building, unity of races and sub cultures (Gillani, 2004a).

### **Contents Perspective in Social Studies and Pakistan Studies**

Although government facilitate well developed curriculum, mechanism of implication and formulate roadmap of curriculum and dedicate the sincere efforts to control the ideological conflict, religious misunderstanding, cultural conflicts, provincial differences and nation disappointment the education of social studies and Pakistan studies in Pakistan. It enhances the national integrity, tolerance and code of conduct. Education policy about the national policy curriculum of social studies to minimize the differences religious education and social education such, biology, physics, chemistry, civics and related science which practice the attitude of good Muslim and healthy citizenship in public of Pakistan. Government tries to transform the concept and understanding of the individuals through integrity of Islamic studies, religious knowledge with social studies, Pakistan studies and civics (Ahmad, 2004). According to UNICEF (2010) that peace education is prominent agenda to mitigate the conflicts, misunderstanding in society, states, nations, races and religions throughout the World respectively.

Learning perspective of peace education ensures individual to live responsible life with peace and harmony in society. It develops the sense of tolerance, gender equality, and citizenship and justice. Education for (MDG, 2010) propagates benefit should be given to every individual with any discrimination, gender or class differences and fulfill their basic needs of learning of World citizen. Basic education right is globally enforce to every individual of the World that one must be capable to oral expression, basic calculation, and problem-solving. Contents of subjects should be based on knowledge, skills, values, and attitudes which are the fundamental need of human survival and peace in society.

Subject based contents accomplish the needs of individual and empower him and motivates to ensure it to practice the democracy, social justice and equality and peace and tolerance. Furthermore social education guarantees the global peace and harmony. Machel (1996) analyzed the contents of social studies, civic education and human rights and perceived that social education should be based on human social and moral

obligation, social integrity, respect of law and order and equality. Subjective contents need to be effected the real life experience of learners such as it might provide access to employability, empowerment and participation in establishment of democracy, solution of lives problem and development of resources for the state and public. It enables individual to resolve problem and conflict, restricts him from violence and social disturbance in society (Ahmad, Rashid, and Ali, 2023). Furthermore it mitigates the hatred, suspicion and cultural conflicts in the nations and restores peace and tolerance in society. Social media and print media develop the consciousness among the people about customs, norms, values and ethics of the society; it develops cooperation, coordination and communication between the people and nations respectively (Begum, 2012, p.26). This learning attitude of individual resolves the social issues such gender difference, terrorism and extremism, poverty and unemployment at national and international level (UNICEF, 2011). Begum (2012) proposed that curriculum should fundamentally covers the peace education, character building, cooperation, it must focus the perception and mindset of the nation and curriculum may contributes largely for the development of state and nation because it develops such perception of nation which might works for the social and political development of the state (Ahmed and Shahzad, 2021). Learning perspectives in contents of subjects of social studies and Pakistan are focused in subjects such as,

1. Ideological Perspective
2. Constitutional Perspective
3. Political Perspective
4. Social Perspective

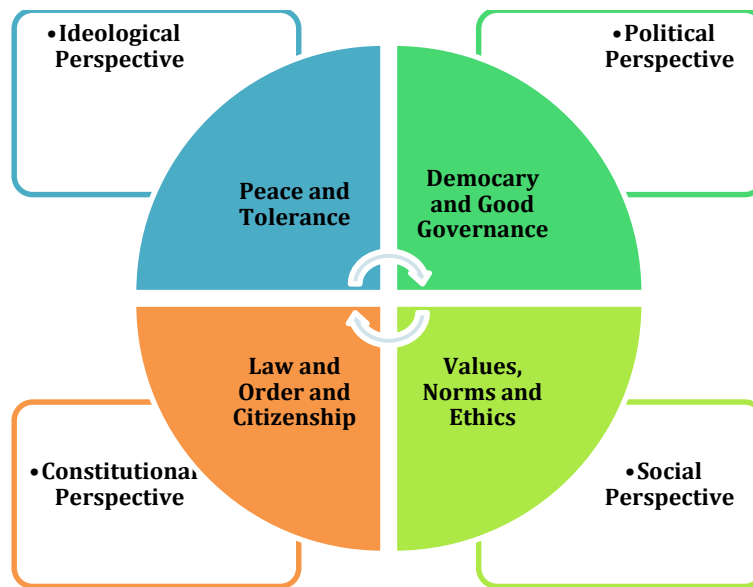


Figure NO.1 Learning Perspective of Contents of SS and PS

Miseries and deprivation of Second World War has taught a big lesson about the hatred between the nation, violence of peace and harmony and political development among the nations. It has been the grave commitment of UNO and international organizations to ensure the peace, harmony, tolerance and mutual cooperation through social education and civic education and monitored the contents of learning and guided the state administration to work on reformation of education and acknowledge the aspects of peace, justice and tolerance through curriculum. Peace and sustainable development of the state and nations are the high priority of global education, furthermore social and electronic media should focus through awareness campaigns,

seminars and marketing on peace, equality, tolerance and mutual respect among the people and states (Pike, 2008). Curriculum of social studies and Pakistan covers diverse range of social and ethical responsibilities to develop the well-developed generation such as equability and justice peace and harmony, democracy and rule of law and ethical values and norms. Contents of these subjects reflects the devotion, dedication, commitment for the survival of the state and builds the national attitude in the generation Ahmed and Shahzad, 2021). Contents which are highly focused in the subjects of SS and PS are given below,

1. Peace and Harmony
2. Democracy and Rule of Law
3. Equality and Social Justice
4. Tolerance and Brotherhood

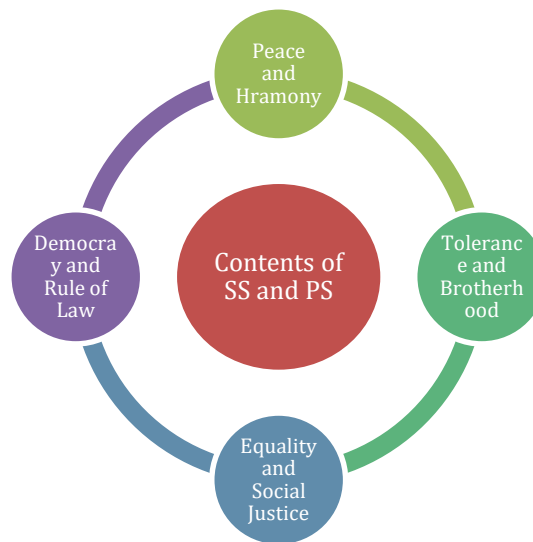


Figure NO. 2 Focused Contents in SS and PS Subjects

### **Material and Methods**

Study is conducted through method, although studies is based on experiences and perception of individual therefore qualitative approach is suitable to execute the studies (Taylor and Richard's 2018). Studies is based on human experiences and contents analysis therefore two design are used 1. Narrative design and Case studies. Population of studies is teachers and students of schools who are teaching related subjects. Two instruments are used for the collection of data, 1. Semi structured interviews and documents analysis. Data is collected from the 20 participants (Teachers 10 and 10 students) and second portion of data is collected through analysis of contents of 10 books of social studies and Pakistan syllabus through convenient sample technique.

### **Results and Discussion**

Data is analyzed through thematic analysis through the procedure of organization and compilation information from the data of codes, group codes and responses. Data is organized and interpreted in meaningful format so that it may be properly develop sense and understanding in readers (Cresswell, 2003).

### **Contents Related to Ideological Perspective**

Participants perceived that education of Pakistan is based on ideology of Pakistan and ideology of Pakistan is based on Islamic principles. Manifestation of social and civic

education is to develop the character and morality, loyalty, integrity and devotion among the individual. Most of the participants perceived that fundamental role of education is to develop the sense of consciousness among the individual about the moral values, norms and ethics of the society (Hussain, et al., 2023). It is analyzed that contents of social studies and Pakistan studies based the fundamental principles of ideology of Pakistan such as unity, equality, fraternity, peace and tolerance and brotherhood. Curriculum of the social studies and Pakistan studies flourish the sense of ideology as a binding force in the nation which integrates the races, genders, communities and cultures. Ideological bounds and ensures unity the all four provinces masses.

### **Contents Related to Constitution and Rule of Law Perspective**

Participants perceived that curriculum is focuses the constitutional perspective of Pakistan, it presents majors articles and agendas of constitution such as code of conduct, human right, state and social laws. Contents reflect the understanding of democracy, type of government in Pakistan, provincial autonomy, equal right of public, norms of citizenship, ethical value and societal norms. Contents are based on constitutional information, constitutional process and formation and diverse constitutions of Pakistan. Participants perceived that democracy aspect of state which reflects the rule of law, social law and political laws and human rights. Furthermore it also reflects the civil and judicial accountability and institutions and government department which are responsible to ensure the accountability such as FIA, FBR, NAB, high courts and supreme courts. Majority of participants perceived that contents also deals with electoral process and importance of vote, it informs about the power of vote and formulation of parliament and senate through public vote. It focuses the democratic responsibility of the state and public and benefits of democracy for the nation.

### **Contents Related to Social and Cultural Perspective**

Participants perceived that subjective knowledge of social studies and Pakistan studies is related to social norms, values, ethics of society. It develops the cognitive understanding and practice experience of social values and norms in society. Society is a cluster of diverse communities and races which shares the norms and values, religious faith, tradition and civilization, customs and ways of life with each other. Contents are related to social and cultural development which ensures the sense of obligation and responsibility among students for state, nation and society consequently and enable the masses to cooperate with government, follow and obliged the laws of society, save the resources and practice the rules and regulation of society. Pakistan is a rich cultural state and integrated born of Indus Valley which is rich in cultural and tradition, it demonstrates social norms and values of society, living standards and traditional point of view for the generation. It presents a well-organized sense of mutual understanding, cooperation, integrity and healthy relationship based on ethical values. It demotivates the class system, categorical living of masses. Contents related to culture reflect the mutual respects, self-esteem, rights and responsibility of individual, respect and protection of public property, support and encourage of people. Furthermore social and cultural contents depict the concept peace and harmony in society which is ultimate object of social education.

### **Contents Related to Political and Democratic Perspective**

Participants perceived that political perspective is vital aspect in social and Pakistan studies subject which reflect the effective phenomenon of politics includes understanding the manifestation of democracy, benefits and advantages of democracy, process of democracy and disadvantages of dictatorship and martial law. Democracy related content presents the electoral reforms and power of public vote, need and vitality of public contribution in the formation of all two federal houses (Parliaments and Senate) and provincial parliaments. It reflects the devolution of power of political representation

and bureaucracy. Participants perceived that contents related to Pakistan studies demonstrate the types of governance and development of good governance which is responsible for the social economic prosperity of state and public.

### **Contents Related to Peace and Prosperity Perspective**

Participants believed that peace and prosperity is only utmost vision of Pakistan since its inception, government insists educationists and policy makers to incorporate the contents of peace perspective through peace education at national and international context. Contents of social studies and Pak studies are truly focused the Islamic vision of society and state, it propagates the peace and tolerance, development and prosperity of the state. Contents focus the historical destruction of 1<sup>st</sup> World War and 2<sup>nd</sup> World war, Islamic battles, deadly wars between Pakistan and India, it also printouts the causes and effects of wars and battles and proposes the strategies to sustain the peace and prosperity in the region. Contents deals with mutual cooperation, social cooperation, freedom of expression, human rights, equal distribution of resources, justice and obligation of state, right of law, religious freedom, racial equality, autonomy of the provinces, empower of public and gender equality. It condemns terrorism and extremism, genocide, honor killing, crime and violence and harassment in society. Subjective knowledge reflect that Pakistan is rich state and blessed with natural resources, strategic location, hub of business, ocean and rivers, mountains and jungles, industries with raw material and small industries and human resources which includes a huge manpower comprised of 210 Million labors which makes Pakistan as 6<sup>th</sup> powerful country of the World.

### **Contents Related to National and International Perspective**

Participants perceived that contents knowledge also deals with national and international affairs, World Organizations and treaties, foreign policy, trade agreement, mutual relationship and political interest of the nations. Contents reflects the knowledge about the World affairs such as concurrent crises, Palestine Israel crises, Kashmir issue, Iran USA sanctions, contemporary trends in business and technology. It demonstrates the business agreement, trade consents between the states such as CPEC, Asia Pacific Treaty, and G20 Free Business. Contents analysis reflects that social studies and Pakistan studies syllabus presents organs, structure, headquarters and members countries of World Organizations such UNO, organs of UNO IMF, UNICEF, ILO and NATO etc, Muslim countries organizations such as OIC, NAM ASEAN and Arab League. It reflects the social, political and strategic interests and manifestation of organization and affiliated states. Contents knowledge presents the concepts of foreign policy, political interests, security cooperation between the allied nations. Foreign policy and international cooperation deals the business cooperation, border exchange, open VISA policy for allied state. Contents knowledge focuses that such interests based relations and cooperation is based on political stability, security purpose and maintenance of peace and prosperity in the regions and members states.

### **Contents Related to Freedom Movement and Historical Perspective**

Participants perceived that contents focus the freedom movements, struggle of heroes of Indo Pak, series of movement from 1947 to 2024. Contents demonstrates the role and services of great personalities such as Quaid Azam Muhammad Ali Junnah, Sir Sayyed Ahmed Khan, Allama Iqbal and Khan brothers etc. Contents present the great sacrifices and martyrdom of heroes for the cause of freedom. Contents analysis focuses the manifestation of the struggle for independence state and historical background of political and religious movements such as War of Independence, Aligrah Movement, Establishment of Political organizations (Congress and Muslim Leagues, World Wars I and II, Khilafat Movement Restoration of Islam in Sub Continent, Battles Between Muslims and Non-Muslims and Two Nation Theory.

**Contents Related to National Resources and Geographical Location**

Participants perceived that SS and PS subjects’ contents cover the aspect of national resources such as minerals, oil and gas reserves, water reservoir, oceans and rivers, jungles and forests, mountains and rocks. Contents present the knowledge about the energy resources, industries, Dams, Power Plants, agriculture, livestock and cattle farming. Furthermore it demonstrates in the information about geographical location such as land of Pakistan, location of provinces and strategic location in Asia contents. It reflects the advantage of geographical location and its advantage for Pakistan; it presents information about the national and international borderline. It also presents the information related to capital currency, religion and languages of the Pakistan and across the World. Content analysis reflects the overall map of Pakistan includes cities, regions and towns, routes and track which contents different cities of Pakistan. I presents about the information about districts, town and union councils in respective regions and provinces.

Contents analysis reflects that SS and PS subjects reflects the security forces knowledge such as Air force, Army and Naval, it presents information about the aggregate number of soldiers, diversity of forces, headquarters, weapons, aircraft and submarines.

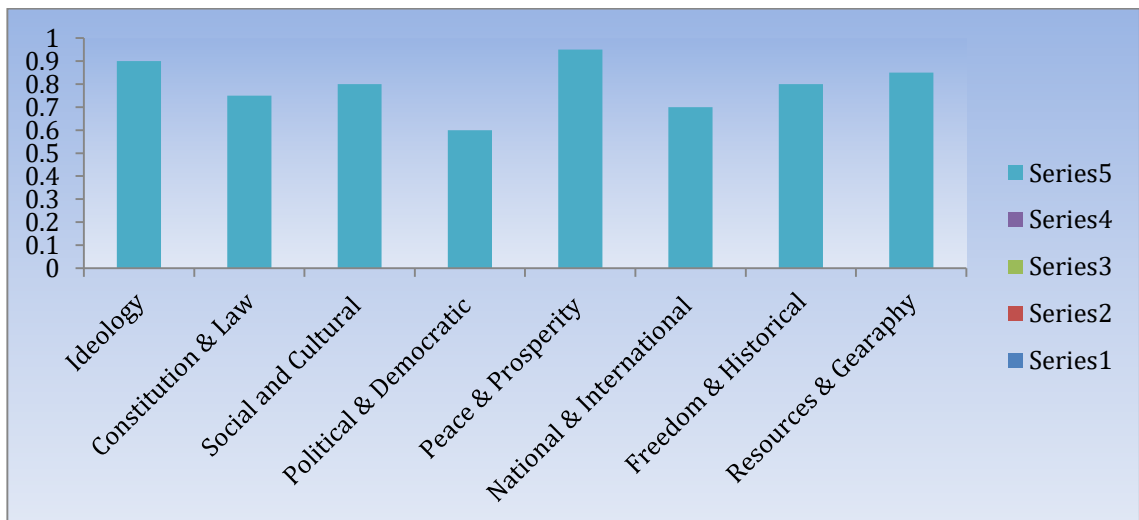


Figure 4 Learning Perspective of Contents of SS and PS

**Discussion**

It is analyzed that subjective contents of social studies and Pakistan studies are well organized and incorporated required domain of social and moral learning obligations Content are intensively focused the social, political, ethical and religious perspectives which demonstrate democracy, equality and social justice, norms and values and peace and tolerance. Contents should be delivered in such a way that they might practice through cognitive intensity and emotional context which strengthen the sense of democracy, citizenship, peace and tolerance among students. Content oriented skills such as democratic, citizenship and peace and tolerance skills should be drilled among students so that those might be practiced in real life situation

**Conclusions**

Learning perspective about the contents of curriculum for social studies and Pakistan studies reflects varies of contents democracy and good governance, equality and

social justice, peace and tolerance, values and norms, culture and ethics, law and order, code of conduct, peace and harmony. Contents knowledge cognitive development of an individual approach and develop sense of for democracy and sustain the peace and harmony in society. Knowledge oriented contents create intellectual and social development of children and consequently they serve as nation builder. Information related to core ideas of social and political development such as sustainability of democracy, equality and justice and peace and tolerance encourage the individual to be responsible citizen and submit all potential for the betterment of society and nation respectively.

### **Recommendations**

- Contents related to social, political, ethical and religious perspective should be taught in such a way that they should integrated and incorporated with cognitive intensity.
- Learning perspectives should be incorporated with emotional context which might strengthen the sense of democracy, citizenship, peace and tolerance among students.
- Contents should integrated with real heroic personalities so that it might be inspired by students.
- Bias oriented contents such as sectarian and political relevance to parties should be removed from the contents.
- Contents should be based on real life experience of the individual rather theoretical and conceptual so that students may implement them in their lives.



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