

# Citizenship Education in Elite Schools of Pakistan: Examining Requisite Skills for Civic and Political Participation in History Textbooks

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## Abstract

*The study employed qualitative content analysis to investigate the model of citizenship education in the history textbooks of elite schools in Pakistan. This study specifically explores the representation of requisite skills, one of the micro components of citizenship rights. This requisite skill is further divided into qualification, motivation, and information. Purposeful sampling was used, and textbooks from grades 6th to eighth were selected. Elo and Kyngäs's method was used to conduct content analysis, and NVivo software was used to code textbooks. It has been found that textbooks exclusively written for Pakistani students focus more on facts as records of past events and show less tendency for higher-order thinking skills such as collaboration, communication, and critical thinking skills. Conversely, the textbooks exclusively written for International Baccalaureate (IB) students emphasized the situation where the students not only developed requisite skills for civic and political participation but also created a situation where the students could develop a holistic view of events in history and global issues. The findings of this research have implications and recommendations for the written curriculum of elite schools.*

**Keywords:** Citizenship Education, Requisite Skills, Elite Schools, History Textbooks, Qualitative Content Analysis.

## Introduction

Citizenship education plays a vital role in shaping the civic knowledge, skills, and dispositions of young people, preparing them to be active members of their communities and contributors to the democratic process (Schulz et al., 2016; Torney-Purta et al., 2001). As a component of the social studies curriculum, history education has great potential for developing a sense of citizenship and cultivating learners' historical consciousness (Delgado & Cuenca, 2020; Muetterties, 2022; Myers, 2006; Wendell, 2018). Textbooks, as the primary tool of instruction in the classroom, play an essential role in the ideal transmission of required knowledge, skills, and values to the learners (Bristol, 2005; Swanson, 2014).

In Pakistan, elite schools account for less than 1 percent of the population (Qadeer, 2006; Rahman, 2004; Ramazan, 2015). It refers to high-fee private schools targeted at a tiny percentage of society (Kenway, 2018), categorized concerning private ownership, English medium instruction, and high tuition fees (Gardezi, 1991; Rahman, 2004; Ramazan, 2015).

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These schools are expected to produce “elite output” to legitimize themselves in multiple ways (Kenway, 2018). As elite school graduates are more likely to play an influential role in the country's future, studying the citizenship education model given in history textbooks used in elite schools is essential.

This research aims to analyze the citizenship education model provided in the history textbooks used in the selected elite schools of Pakistan by focusing on its requisite skills. Gagnon and Pagé's (1999) framework, which comprises four major components: national identities, sense of belonging, citizenship rights, and areas of participation and their relevant sub-components, has been used as the theoretical framework in this research. The current paper focuses on the micro-components of citizenship rights and requisite skills, further broken down into qualifications, motivation, and information.

First, qualification refers to the skills, knowledge, and dispositions that make individuals effective, responsible, and competitive members of society, which include, but are not limited to, social and cultural competency, tolerance, empathy, teamwork/collaboration, patience, conflict resolution, communication, self-awareness, reflection, and problem-solving (Gagnon & Pagé, 1999). Second, motivation entails reasons for participating in civic and political life, which could be higher strategic, military, economic, or ideological motives (Gagnon & Pagé, 1999). Third, information implies understanding governance structures, power dynamics, and interconnections of local, national, and global issues (Gagnon & Pagé, 1999).

A qualitative content analysis approach grounded in social constructivism was adopted to assess the representation of requisite skills in the history textbooks selected for this research. The content analysis presents a deductive approach based on Elo and Kyngäs's model (2008). A systematic investigation of the textual data was performed, which included distinguishing patterns, categories, and themes. NVivo was used during the coding process.

An analysis of the representation of skills that are required by history textbooks can contribute to the understanding of citizenship education in elite schools of Pakistan. In addition, it may highlight the difference in the development of required skills between Pakistani and IB textbooks. It may help in the development of future curricula and educational policies.

### **Conceptual Framework**

The literature on the subject of citizenship education is vast. It has been the subject of interest for various academics, policymakers, and educators. The discourse within citizenship education has arisen mainly as a response to the observed decline in civic and political participation in established democracies. For policymakers and educators, citizenship is a field of study designed to equip young people with the knowledge, skills, and understanding to play an active and engaged role in society (Schulz et al., 2016; Torney et al., 2001). Much research has been done into citizenship and history education to promote the same outcomes. History can potentially promote civic knowledge, skills, and dispositions in students (Delgado & Cuenca, 2020; Muetterties, 2022; Wendell, 2018).

According to Gagnon and Page's (1999) framework, requisite skills comprise three other micro-components—qualification, motivation, and information. Qualification refers to the skills, knowledge, and dispositions that enable individuals to become effective and responsible citizens. Qualification involves acquiring the following skills and competencies: sociocultural competence, tolerance, empathy, collaboration, patience, conflict resolution, communication, self-awareness, reflection, problem-solving, etc. Research has shown that skills development is critical in promoting active citizenship and democratic values. (Schulz et al., 2016; Torney et al., 2001).

Motivation refers to various factors that push individuals to participate in civic and political activities. There are vast research studies that show that individuals do not develop the disposition to participate in civic and political life due to a motivation to do it but carry out

their activities due to different kinds of motivation. There are different motivations: strategic, military, economic, and ideological (Kenway, 2018; Rahman, 2004; Ramazan, 2015). Each motivation pushes individuals to adopt different motivations to participate in civic and political life (Kenway, 2018). However, it is essential to understand these motivations because they can inform us about how citizenship education affects individuals' disposition to practice citizenship.

Information refers to the knowledge of local and global questions, power structures, and institutional networks based on the power grid, politics, and administration of national and local politics. Research shows that knowledge of these different kinds of information invites individuals to participate in organized collective action in social, cultural, and political life (Schulz et al., 2016; Torney et al., 2001).

Research on citizenship textbooks has shown that they are essential. Many research studies have been conducted on how textbook content can develop students' knowledge, skills, and values. Many studies on citizenship textbooks are written on textbooks' printed matter (Bristol, 2005; Rogers, 2004; Smith & Sheyholislami, 2022), where the content of textbooks is the most used by teachers and their students. Moreover, students and teachers spend much time using textbooks during working hours (Bristol, 2005).

We chose to analyze the history textbooks of elite schools because elite schools account for a small but very influential category of schools (Gardezi, 1991; Qadeer, 2006; Ramazan, 2015); (Ramazan, 2015). Elite schools are characterized by their private property, the language of the medium of instruction, and the rates (Kenway, 2018). These schools aim to educate students who will develop their legitimacy and influence as future graduates. Research on the history textbooks of elite schools in Pakistan has received very little attention, with no research on developing prerequisite skills.

The importance of citizenship education and history education for citizenship have been highlighted in this literature review. The significance of textbooks has also been under-researched in citizenship education, as shown in this literature review. Elite schools in Pakistan have gained much attention in the academic literature (Gardezi, 1991; Qadeer, 2006; Ramazan, 2015). Notwithstanding their relatively high recognition as essential contributors to the elite in society, there has been very little research on the citizenship education model built into Pakistan's history textbooks, let alone studies in Pakistan, and, in particular, research on the prerequisite skills of citizenship in history textbooks. By studying how qualification, motivation, and information are developed in the content of the history textbooks selected in this study, this research aims to contribute to the knowledge of citizenship education in elite schools in Pakistan. The findings may reveal incongruities in developing Requisite Skills in textbooks developed for Pakistani and International Baccalaureate (IB) students, which can inform future curriculum designers and educational policymakers. Moreover, this research will form a preliminary basis for further studies of the other components of the Gagnon and Pagé (1999) model of citizenship education and put forward a comprehensive view of the model of citizenship education in elite schools in Pakistan.

## **Methodology**

Qualitative content analysis has been used extensively in educational research to examine textual data, such as textbooks, to identify patterns, themes, and categories (Elo & Kyngäs, 2008; Schreier, 2012; Schreier et al., 2020). From an epistemological perspective, social constructivism guides this study's qualitative content analysis. It authorizes the inquiry to explore hidden meanings and interpretations beneath the lines of textbooks and other written materials.

The epistemology directing the analysis informs the researchers' assumptions about what knowledge is legitimate, what methods are appropriate for studying the topic, and what criteria

characterize an excellent study (Collins & Stockton, 2018). Document analysis was done as “social constructions,” officially produced, formally exchanging ideas through family, religion, and institutions, were privately processed, voluntarily taken, and cherished (Apple, 2012).

In content analysis, texts are purposely selected based on answers to research questions (Creswell & Poth, 2018). Textbooks were selected as documents to study because of their close association with transmitting desired intentions into the classroom and, in turn, students' minds in a multibillion-dollar industry (Swanson, 2014). Textbooks have ideologies not confined to teaching linguistics, words, and language particles without considering their societal purpose and function (Rogers, 2004; Smith & Sheyholislami, 2022). Studies have revealed that teachers and students find textbooks the most useful, spending 90% of their instructional and homework time with textbooks (Bristol, 2005).

History education has citizenship education as a typical curriculum outcome. In contrast, citizenship education contributes to the development of learners' sense of participation, commitment, and historical consciousness in social studies subjects, with history education as one of them (Delgado & Cuenca, 2020; Muetterties, 2022; Myers, 2006). There were samples from grades 6, 7, and 8, O-level, and IB Middle Year Program because early adolescence is crucial for the development of civic responsibility (Arshad et al., 2020; Schulz et al., 2016; Torney et al., 2001).

Elite schools were targeted because they ensure “elite output” and are expected to maintain legitimacy through various means (Kenway, 2018). In the Pakistani context, elite schools are privately owned, generally found in well-off areas, are very expensive, and teach through the medium of English, serving approximately less than 1% of the population (Gardezi, 1991; Qadeer, 2006; Ramazan, 2015).

**Table 1: List of Books Selected for Qualitative Content Analysis**

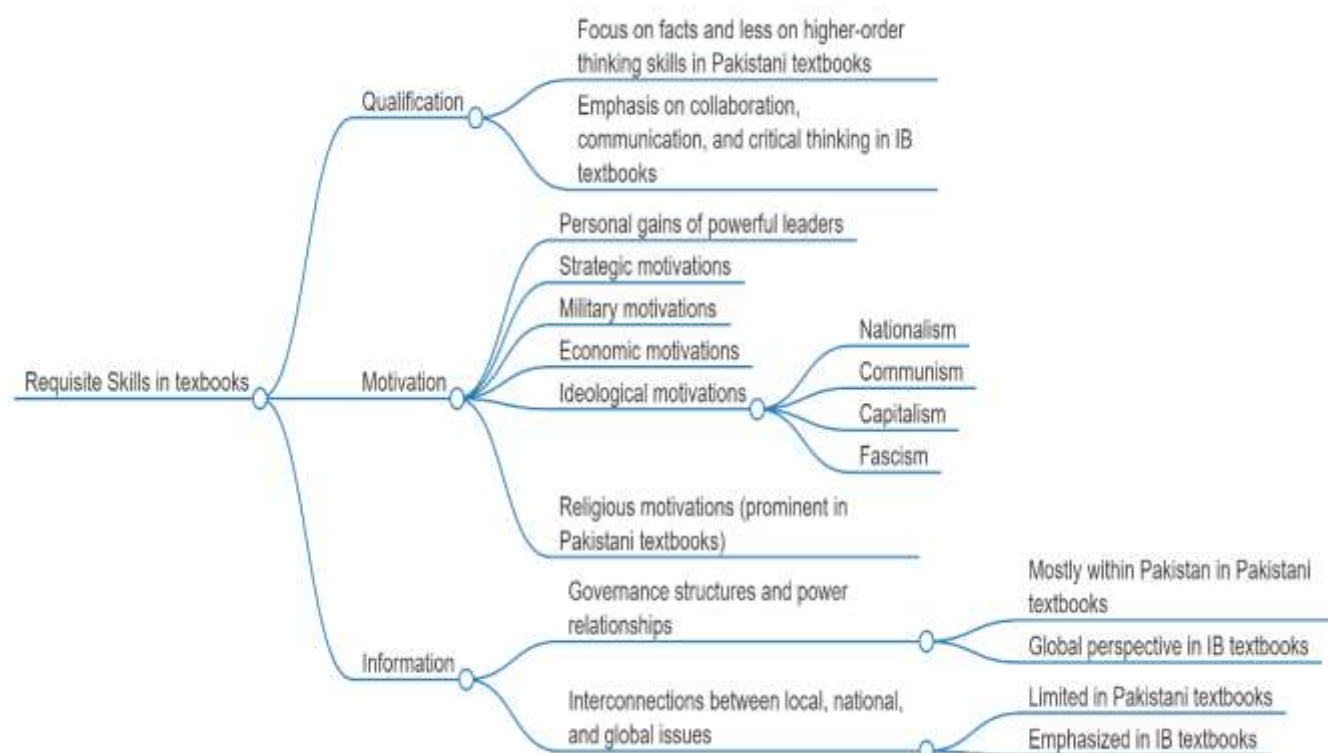
<b>Book Type</b>	<b>Book Title</b>	<b>Key</b>
Book specifically designed for Pakistani students	Understanding History for Class 6	UH6
Book specifically designed for Pakistani students	Understanding History for Class 7	UH7
Book specifically designed for Pakistani students	Understanding History for Class 8	UH8
Book specifically designed for Pakistani students	Oxford History for Pakistan 1	OHP
Book specifically designed for Pakistani students	History in Focus 1	HIF
Book specifically designed for Pakistani students	Pakistan History, Culture and Government	PHCG
Book specifically designed for Pakistani students	The History and Culture of Pakistan	THCP
Book specifically designed for Pakistani students	Pakistan - A Historical and Contemporary Look	PHCL
Book specifically designed for American students but being taught in Pakistani Elite Schools	My World History	MWH
Book designed for IB MYP	Individual and Societies 1	IS1
Book designed for IB MYP	Individual and Societies 2	IS2
Book designed for IB MYP	Individual and Societies 3	IS3
Book designed for IB MYP	History By Concepts (MYP) By Concepts	HBC

Initially, researchers used pre-existing theories or literature to deductively sort the data and then inductively created additional categories or minor variations of the main categories if they encountered sections of the text that could not be assigned to the initial set of categories (Kyngäs, 2020; Kyngäs & Kaakinen, 2020). The data analysis process was facilitated by NVivo (Jackson & Bazeley, 2019).

## Results: Requisite Skills

Making the most out of civic and political life requires more than understanding the processes and wanting to participate. People who wish to engage in civic and political life must have various skills that they need to make the most out of it. The necessary skills are qualification, motivation, and information. The findings in relation to these skills are provided below:

**Figure 1: Major themes found in textbooks in relation to qualification, motivation, and information**



## Qualification

The term qualification under this head is added to acquaint students with specific skills, knowledge, and dispositions to help them become effective, responsible, and competitive members of society locally and globally. This includes developing social and cultural competency skills, tolerance, empathy, collaboration, patience, conflict resolution, communication, self-awareness, reflection, and problem-solving.

The content of IB books introduces some of these skills to the students. These books focus on collaboration, communication, and critical thinking. The content of the books conveyed that appreciation of diversity is required for peacebuilding and the progress of nations. However, books published by Pakistani students remained silent in this regard. They delivered historical facts, ignoring the need to develop students' higher-order thinking skills.

The term tolerance in books is mainly discussed within the religious paradigm. My world history defines *tolerance* as “tolerance is allowing others to hold beliefs that are different from



one's own" (MWH, p. 867) and "tolerance is a willingness to respect different beliefs and customs" (MWH, p. 239). The book also stresses tolerance as an essential trait of a democratic society by explaining that "Protestants and Catholics eventually accepted different forms of worship. This led to the acceptance of differing opinions on non-religious matters as well. This tolerance is part of democratic values in nations such as the United States" (MWH, p. 754).

A term closely related to tolerance is the appreciation of diversity. According to the books' content, the skills were shown mainly by history's most successful leaders. Ashoka (MWH, p. 239), King Cyrus (UH6, p. 38), Muhammad bin Qasim, the Ottoman Empire, the Mughal Empire, Muslim Leaders in Spain, and Salahuddin Aubbi all were credited with the skill of appreciation of diversity because they let the people of the areas that they "conquered retain their own culture, customs, and religion." They were open to learning and teaching in different societies and cultures. It was mentioned about Sultan Muhammad Fateh "He allowed the Byzantine Church to continue and asked for the translation of their doctrines in Turkish; he invited Italian artists, intellectuals, and Greek scholars as well as Muslim scientists and artists to his court" (UH7, p. 21).

Out of 13 books, one discusses the need for the skill of conflict resolution. This indicates three types of conflict: conflict over ideas, territory, and resources (IS3, p. 41). The conflict over ideas was explained by the example of "separation between church and state" (IS3, p. 161). The book unfolds the consequences of conflicts from a global perspective; in an interaction, disagreements can arise if there has been a misunderstanding about the roles and responsibilities involved; if these disagreements are not addressed, the interaction may become conflict-driven as opposed to cooperative (IS3, p. 32).

According to the textbook, conflict resolution refers to the ability to bargain a solution to a problem that is fair to all parties involved. It involves a fine point between power and negotiation that two parties must be involved in before reaching a solution. The textbook also stresses the importance of empathy—understanding how others think and feel (IS3, p. 56). In addition, the chapter on conflict resolution used the example of the Treaty of Waitangi as a case study on how conflict could be resolved by recognizing land ownership rights and granting them full British citizenship (IS3, p. 54).

Collaboration, communication, critical thinking, reflection, creative thinking, organizational skills, and reflection are the main components of qualification in citizenship education. In addition to the historical content presented in the books, the questions and exercises at the end or within the chapter provide ample opportunities to develop higher-order thinking skills. The questions and exercises were analyzed while considering the qualifications required to be developed in the pupils.

Regarding collaboration and communication at the global level, one of the IB books provides an example of the eradication of smallpox by stating that "This achievement marked a great leap forward in international cooperation and collaboration, and there have been continued attempts to repeat the success in attempts to combat malaria and polio" (HBC, p. 87). Among the selected books, eight books published for Pakistani students resembled questions and exercises. Four books were published for IB students, and the only book that was published for American students and taught to Pakistani students used an entirely diverse methodology for questioning its audience.

Pakistani books mostly use the approach of knowledge, comprehension, and understanding to question students. These books focused more on delivering content and less on questioning students or allowing them to explore and develop their skills. One of the books, Oxford History for Pakistan, has no questions or exercises. It simply imparts factual knowledge to students and does not attempt to increase their qualifications in collaboration, communication, critical thinking, reflection, or creative thinking. Another book, History in Focus, moves one step further from the knowledge level. It encourages students to discuss, list, find, and create, which

could help them develop reflection, creative and critical thinking, and communication skills. The series of books understanding history for grades 6, 7, and 8 comes with a variety of questions at the end of each chapter, followed by proper and false, matching the column, and filling in the blanks, the answers of which could be easily given simply by reading the chapters. However, the activity portion at the end of each chapter can encourage students to polish their creative thinking, reflection, collaboration, and organization skills.

Moreover, in these books, the level of difficulty or comprehension remains the same for grades six to eight, which certainly limits the qualification for citizenship education. The remaining three books for Pakistani students were crafted with the requirements of the ordinary level in view. These books cater to the criteria set by the Cambridge Board. Comparatively, they set better standards for higher-order thinking skills. Within the chapters, some questions helped students improve their aptitude for critical thinking, reasoning, and reflection. Questions at the end of each topic increased their capacity to analyze, synthesize, and organize information.

In terms of improving qualifications and skills, the other group of books is far more advanced and superior. Concerning the quantity and quality of developing skills, these books surpassed the previous group of books, as they were less engaged in delivering content and more focused on raising questions and allowing students to explore themselves. In all the books, the approach and technique of questioning remained the same. However, the level of complexity and degree of challenge increase with the grade level. Comparatively, they provide more opportunities for students to develop a holistic approach to historical events and global issues. The exercises were categorized under the skills they were supposed to develop in students. A special section was devoted about how to access certain skill levels in the students after they were given a particular topic. Along with the conventional methodology, the books provided students with total links and assigned them a task that would further help them enhance their qualifications through websites. Communication and collaborative work skills were emphasized in developing students' ability to work within diverse regions.

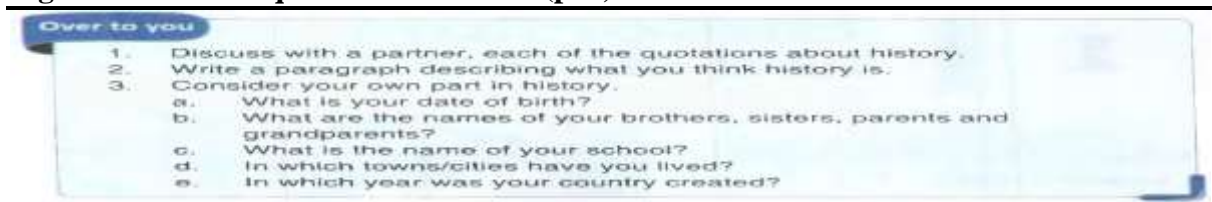
To evaluate the books in connection with qualification, assignments on the same topic from both groups of books were selected. A brief comparison of the assignments in the form of images from the books on the topic of exploring history, the Industrial Revolution, world wars, conflicts, and early civilization is presented below:

Both groups of books dedicate their chapters to historians or exploration. The purpose of both chapters was to convey to students how resources are used to explore the past and why:

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**Figure 2: Exercise questions from HIF (p. 4)**

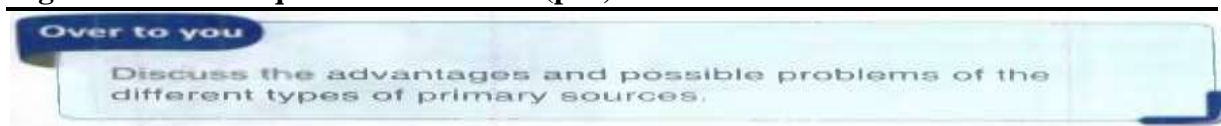
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**Figure 3: Exercise questions from HIF (p. 7)**

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**Figure 4: Exercise questions from HIF (p. 18)**

**Find out More**

Sir Mortimer Wheeler was one of the most famous archaeologists of the twentieth century but had many other talents also. See if you can find out what else he did in his life which was worthy of praise.

**Figure 5: Exercise questions from IS 1 (p.64)**

SOURCE	What is going on? What is your interpretation of the source? What claims can you make about the source?	What makes you say that? Provide an explanation of your point of view. Refer to details in the source or your own ideas.
A: Coin from Ancient Rome		
B: Cave painting from prehistoric times		
C: Terracotta Warriors from Dynastic China		

**DISCUSS**

- 1 If someone from the future wanted to find out about life in the twenty-first century, what sources would you suggest they use?
- 2 If you created a time capsule to represent your own life, what items would you include? Think about the information each item would provide to someone in the future.

**DISCUSS**

*"It is impossible to write ancient history because we do not have enough sources and impossible to write modern history because we have far too many."*  
Charles Pierre Peguy

What do you think would be the challenges of studying history if you had access to **a)** too few sources, or **b)** too many sources?

**Figure 6: Exercise questions from IS 2 (p.97)**

**REFLECTION: What perspectives can be used to study the past?**

In this task we have considered different perspectives of people within the feudal system.

- What are the uses of considering different perspectives when you study a particular time period?
- What other perspectives could we consider?
- If someone from the future was studying the time period in which you lived, which perspectives do you think would be useful for them to find out what life was like?

The above figures show how students are questioned about the need to study history. Figures 1, 2, and 3 present the book published for Pakistani students, and figures 4 and 5 present the book published for IB students.

The Industrial Revolution and its impact around the globe were other topics discussed in detail in the books. Assignments on this topic from understanding history for grade 7 are presented, followed by assignments in the IB book history by concepts.

Figures taken from a book published for Pakistani students mostly incorporated the questions were simple to answer. Figures from a book published for IB students and focuses on developing collaboration, communication, and critical thinking skills.

The topics of the World Wars remained an integral part of the content in both types of books. Both informed their audiences about the causes and effects of World Wars. However, both used different strategies to develop students' skills on this topic. The first two pictures (Figures 8 and 10) on this topic are from books published for Pakistani students, and the other two (Figures 11 and 12) are from the students of IB and the book My World History.



Figure 7: Exercise questions from UH7 (p. 86)

QUESTIONS	
1.	Explain what is meant by 'Industrial Revolution'.
2.	Where did the Industrial Revolution begin and why?
3.	What effect did it have on Britain's overall economy?
4.	Why was the British Empire said to be one where 'the sun never set'?
5.	Explain how the 'spinning jenny' brought a great change in the cotton industry.
6.	Explain why the invention of the steam engine changed the lives of people across the world.
7.	Describe the changes the Industrial Revolution brought into the lives of the British people.
8.	How did India's position as a colony of Britain destroy its position as a major supplier of cotton cloth to Europe and other countries?
9.	Why is Richard Arkwright called the 'Father of the Industrial Revolution'?
<b>Activity</b>	
Using an atlas, explain to the students the major geographical features of England. Then using a blank map of England, fill in the areas where coal and iron is found and the industrial towns which came up near them. This knowledge will be helpful to the student to make a connection between the location of industry and geographical features.	
Make a flow chart tracing manufacture of textiles from domestic industry to factory system.	

Figure 8: Exercise questions from HBC (p. 2-29)

Reflecting on our learning ... Use this table to reflect on your own learning in this chapter.				
Questions we asked	Answers we found	Any further questions now?		
Factual				
Conceptual				
Debatable				
Approaches to learning you used in this chapter:	Description – what new skills did you learn?	How well did you master the skills?		
		Novice	Learner	Practitioner
Collaboration skills				
Communication skills				
Creative-thinking skills				
Critical-thinking skills				
Organization skills				
Transfer skills				
Learner profile attribute	<i>Reflect on the importance of being knowledgeable for our learning in this chapter.</i>			
Knowledgeable				

**CONSIDER THESE QUESTIONS:**

**Factual:** What factors are necessary for industrial revolutions to occur? What factors were necessary for the Industrial Revolution to start in Britain? What key inventions drove the Industrial Revolution? Why did an Industrial Revolution start in Japan? What reforms were implemented in Meiji Japan?

**Conceptual:** How are causal factors linked? Can innovations lead to revolutionary change?

**Debatable:** To what extent can innovation and revolutionary change bring benefits to society? Did industrialization create more winners than losers?

Now share and compare your thoughts and ideas with your partner, or with the whole class.

**Links to: Physics; Sciences**

Look at these websites to see how the Watt and Newcomen engines worked:

[www.animatedengines.com/newcomen.html](http://www.animatedengines.com/newcomen.html)

<http://science.howstuffworks.com/steam-technology3.htm>

Explore the science behind the innovations in the steam engine. What was the impact of the improvements to the steam engine invented by Watt and Newcomen? What was the relationship between the development of the Industrial Revolution and developments in physics and the world of science?

**ACTIVITY: Review**

**ATL**

- Critical-thinking skills – Analyse complex concepts and projects into their constituent parts and synthesize them to create new understanding

Use the information and sources in this chapter to draw a diagram to show the impact of the Industrial Revolution in Britain. This could be a mind map or a flow diagram, or another type of infographic.

Assessment: 'Analyse the relationship between innovation and revolution.'

To answer this question you will need to review the content, ideas and concepts covered in this chapter thus far. You will need to write a response that is around 700 words and includes two paragraphs, one suggesting how innovation and revolution may be linked and the other about the differences between the two.

Discuss this question as a class and make notes of the discussion. You will need to consider how these

**THINK-PAIR-SHARE**

Consider the following questions on your own first, and then discuss them with a partner.

Both Kay and Hargreaves faced hostility to their inventions from workers. Kay had to flee to France and Hargreaves had his home set on fire. Why do you think this was? What can be the disadvantages of introducing new technology into the workplace? What examples can you think of today where there is hostility or concern regarding new technologies?

**ACTIVITY: Reforms**

**ATL**

- Transferability – Inquire in different contexts to gain a different perspective
- Communication skills – Use appropriate forms of writing for different purposes and audiences. Organize and select information logically. Structure information in summaries, essays and reports.
- Critical-thinking skills – Create original works and draw, illustrating words and ideas in new ways.

Work in groups of three. Each group should choose one area of reform from the table below. Identify key points from the list on your area of reform and write them down as bullet points. You should include dates, details and examples. Make sure it is clear when and what changed in Japan. You should also note the benefits and disadvantages of the Meiji reforms for Japan.

Economic reforms	Social reforms	Military reforms
<ul style="list-style-type: none"> <li>• Opening of Japanese silk factory</li> </ul>	<ul style="list-style-type: none"> <li>• F.G. The Meiji Shintō movement was one of the first to have been the first in 1871</li> </ul>	<ul style="list-style-type: none"> <li>• F.G. Conscription introduced in 1873</li> </ul>

**Assessment task**  
Your task is to explain the extent of change in Japan in the nineteenth century.

**Role**  
You need to choose one of the products (right) in order to explain the impact of the reforms.

**Audience**  
If you choose the children's picture book, you need to consider the audience carefully.

**Starters**  
The focus of your task should be on describing what Japan was like before the reforms and how radically the country changed as a result of industrialization and political reform.

**Product**  
You will create one of the following:

- Poem (150 words minimum). Choose an appropriate poetic form – for example, haikus are perhaps not appropriate as they are too short and acronyms are too simplistic. Your poem does not necessarily have to rhyme.
- Diary (500–1000 words). As the focus of the task is to describe and explain the impact of the reforms, one diary entry is not enough. A number of entries spanning a particular period of time is more appropriate.
- Painting (A3 size minimum). Any style or style of painting is acceptable. You may have words in addition to pictures in your painting. There should be dates and details.
- Short story (700–1500 words). Use the narrative techniques and structure you have learnt in English to help you plan this task.
- Children's picture book (100–1000 words). Read several picture books before you begin to give you an idea of the layout, level of language and type of illustration used. It is important to aim your picture book at a particular age group. 'Children' is not specific enough – you should focus on an age group from 6-year-olds or older.

**Assessment opportunities**

- This activity can be assessed using Criterion A, Knowing and Understanding and Criterion C, Communicating.

Figure 9: Exercise questions from UH8 (p. 38)

QUESTIONS
1. Which two sides fought in World War I?
2. Explain the four main causes of World War I.
3. Make a list of the areas where the fighting took place to show why it is called a 'world war'.
4. Which side won the war and why?
5. What were the consequences of World War I for Europe?
6. Explain the changes that took place after World War I.
7. How did the Indians react to World War I?
8. Explain the connection between the Khilafat Movement in India and World War I.
9. Identify the promises that were not kept by Britain after the war was over.

Figure 10: Exercise questions from UH8 (p. 67)

QUESTIONS
1. What is meant by 'Nazism'?
2. What were Hitler's views about the German race?
3. Why did the Nazi Party gain popularity in Germany after World War I?
4. Explain why World War II took place.
5. Explain Germany's role in World War II.
6. How was Japan brought to surrender in World War II?
7. What made the USA enter the war in 1941?
8. Explain how the balance of power changed after World War II.
9. How did the Congress and Muslim League respond to Britain's role in World War II?
10. What was British reaction to the <i>Satyagraha</i> or civil disobedience by Congress at this time?
11. How did the USA aim to control the spread of Communism?
<b>Activity</b>
On a map, label the areas where action took place during World War II. Find and paste pictures of the four main leaders during the war.

Figure 11: Exercise questions from IS3 (pp. 20-21)

**Activity 3** Structured thinking

Because the relationships between causes, process and consequences can be complex, it helps to have some strategies to help you organize your thinking. A simple table can help you.

**STEP 1** Choose an event that you have studied where there has been a significant change. This could be a war, natural disaster or a new law. It could be on a local or global scale.

**STEP 2** Look at the table below, which contains an example of causes, processes and consequences of the First World War.

Cause	Process	Consequence
<p><b>Cause(s):</b> An event, development or idea that leads to other events, developments or ideas. It does not have to be the only cause (and probably won't be, as most changes have multiple causes).</p> <ul style="list-style-type: none"> <li>Assassination of heir to throne of Austria-Hungary by Serb nationalist</li> <li>System of alliances that draws in all countries when Austria-Hungary declares war on Serbia after assassination</li> </ul>	<p><b>Process:</b> Try to describe the process that led from the cause(s) in column one to the consequence(s) in column three. This allows you to articulate the relative importance of causes and the possible relationships between them.</p> <p>In the years before the first world war, a system of alliances developed in Europe, with Germany, Austria-Hungary and Italy on one side and Russia, France and Great Britain on the other. This system of alliances ensured that what would otherwise have been</p>	<p><b>Consequence(s):</b> At least one event, development or idea that results from the cause(s) in column one.</p> <p>Outbreak of the First World War</p>



- Instability in Austro-Hungarian Empire (desire by some nations to break away)
- German fear of Triple Entente (felt surrounded), especially modernizing Russian army

a regional war between two states, Austria-Hungary and Serbia, caused by the assassination of the heir to the Austrian throne by a Serb nationalist, became a wider war as countries came to the aid of their allies (Germany to Austria-Hungary and Russia to Serbia).

Change analysis table—the outbreak of the First World War

"The Chain of Friendship"—a cartoon depicting the web of alliances of the First World War

**STEP 2** Create your own table for your chosen event. Start by filling in the consequences column. The consequence is the main effect or result from the event.

**STEP 4** Fill in the causes column. List all of the causes that you can think of when recalling information about your event.

**STEP 5** Fill in the process column. This is where you might hypothesize or develop an idea about how the various causes worked together to bring about the consequence. This part is important because it gives you the chance to try to understand the complex relationships between the causes, and understand the concept of change.

**STEP 6** A flow chart like the one shown here can also help clarify your thinking about causes, processes and consequences. Make a flow chart for your event.

Figure 12: Exercise questions from MWH (p. 948)

### Key Terms and Ideas

- Summarize** How did a complicated system of alliances lead to World War I?
- Compare and Contrast** How are **fascism** and **totalitarianism** similar?
- Recall** What countries made up the **Axis powers** and the Allied powers in World War II?
- Explain** How did Germany use the **blitzkrieg** to invade Poland?
- Recall** Why were many people in Africa and Asia angry about **mandates** after World War I?
- Describe** How did the **Great Depression** affect people?
- Explain** Why did the Allied powers want Germany to pay **reparations** after World War I?

### Think Critically

- Summarize** What caused the Great Depression?
- Sequence** Put the following events in chronological order, beginning with the earliest: U.S. stock market crashes, World War I begins, Japan attacks Pearl Harbor, Bolsheviks overthrow Russian government, and the Treaty of Versailles is signed.
- Compare and Contrast** Compare and contrast the causes and effects of World Wars I and II.
- Core Concepts: Political Systems** Two common forms of government today are democracy and authoritarian government. Which of these two forms did the Soviet Union, Italy, Germany, and Japan have in the late 1930s?

### Analyze Visuals

This U.S. propaganda poster from World War I urges Americans on the home front to support the war effort. Look at the poster and answer the following questions.

- If you did not know anything about when and why this poster was created, or who created it, what clues might help you understand the poster's meaning?
- Based on what you have learned in this chapter, do you think this poster is a realistic illustration of fighting in World War I? Why or why not?
- How does this poster use words to try to encourage the U.S. war effort?

The struggle for independence is also discussed in detail in O-level books. The book My World History also narrates the independence of the colonies after World War II.



Figure 13: Exercise questions from THCP (p. 105)

**SOURCE A**

If you will work in co-operation, forgetting the past, burying the hatchet, you are bound to succeed. If you change your past and work together in a spirit that every one of you - no matter to what community he belongs, no matter what relations you have had in the past, no matter is his colour, caste or creed...there will be no end to the progress you will make.

*Part of Jinnah's address to the Constituent Assembly in August 1947.*

According to Source A what was Jinnah advising the Constituent Assembly to do in August 1947?

Figure 14: Exercise questions from MWH (p. 971)

**Document-Based Questions**

Use your knowledge of the end of imperialism and Documents A and B to answer Questions 1-3 below.

**Document A**

"If you . . . work together in a spirit that everyone of you, no matter to what community he belongs, no matter what relations he had with you in the past, no matter what is his color, caste or creed, is first, second and last a citizen of [Pakistan] with equal rights, privileges, and obligations, there will be no end to the progress you will make."

—Muhammad Ali Jinnah, speech to the Constituent Assembly of Pakistan, August 11, 1947

**Document B**

"We must forget all our differences of the past and work together to build the new Kenya of the future. Where there has been racial hatred, it must be ended. Where there has been tribal animosity, it will be finished. . . . If we can create this sense of national direction and identity, we shall have gone a long way toward solving our economic problems."

—Jomo Kenyatta, June 29, 1963

**1.** In the above speech, what does Jinnah say is his main goal?

**A** to demand independence from Britain  
**B** to stir conflict between Hindus and Muslims  
**C** to make Pakistan a strong nation  
**D** to urge that India and Pakistan remain united

**2.** What does Kenyatta say is the key to improving Kenya's economy?

**A** encouraging nationalism  
**B** setting up a communist state  
**C** letting each tribe solve its own problems  
**D** throwing out the British

**3. Writing Task** Both Jinnah and Kenyatta were leaders of newly independent nations. Write a paragraph comparing their goals for the future. Why do you think they felt the way they did?

## Information

To navigate skills and disposition, it is important to understand the structure and process of governance and how power dynamics control their empire. Beyond that, it is crucial to be informed of how political, cultural, and economic factors lead to the decision-making process. Another important point is understanding how local, national, and global issues are interconnected.

The structure and process of governance have been well explained in textbooks from early civilizations. It was very well conveyed that even in old age, the structure of governance was dependent on priests, kings, and bureaucracy. To run the government, tax collection first prevailed in the form of crops, and then cash was collected. The role of tax and money management is of great importance in the governance system. The collection and distribution of taxes were solely dependent on the will of rulers. History informs us that it has been used to increase the wealth of aristocrats in society and sometimes also to benefit common people.

From early civilization, it was mentioned that in Egypt, "The pharaoh relied on a bureaucracy or a system of offices" and "Farmers paid these taxes mainly in the form of surplus crops." It was also mentioned that these crops were distributed to "priests, artisans, and merchants who worked for the pharaoh" (MWH, p. 147).

Among early civilizations, it was also mentioned that "Ashoka's exemplary rule was based on humanitarian principles," the tax was collected, and "he had a Council of Advisors and from his ministers right down to the peasants, the emperor kept himself informed about what was happening in his empire" (UH6, p. 25). Darius, a Persian king, was appreciated in books by narrating that he "set up an efficient government by dividing the empire into provinces or

‘satrapies,’ and “Special inspectors were appointed as ‘the eyes and ears of the king; they travelled throughout the empire and reported to the king’” (UH6, p. 39).

The book *My World History* informs its students about the administration of Han rule in early Chinese civilization. It explains how the system of civil servants was established in this early civilization by selecting talented people through examination. The purpose of selecting servants through exams was to keep the local leaders too weak to challenge the emperor’s authority. In addition, the book *My World History* states that the power of the Han government lies in a civil service system. At the top of the system were the emperor and his advisers, with each lower official having his own superior. There was order from the top down and action from the bottom up, as officials up the ladder passed orders down and down the ladder, and subordinates carried out responsibilities assigned to them by individuals up the ladder (MWH, p. 279). Among early civilizations other than China, this book also provides details on the three branches of the Roman government. It explains the structure, rights, and responsibilities of Magistrates, The senate, and the Assemblies (MWH, p. 372). Moreover, the book brought to the consciousness of students that Shogun, who came from the powerful Tokugawa family, was the most influential figure in Japan’s feudal hierarchy. Shogun lived in the city of Edo, now called Tokyo, and had control over the government. Meanwhile, the emperor remained in Kyoto, the old capital. The Shogun appointed all high-ranking officials in the country; these officials swore their oaths to the Shogun, not to the emperor (HBC, p. 17).

The administration of the Ottoman Empire was given space in only one book “The Ottoman Empire created the system of Janissaries, which can be compared to the modern army today.” The Janissaries “could rise in rank and become generals, or gain a high position in the administration of the Empire. Later, they branched out into officers and became a powerful force to challenge the Sultan’s authority” (UH7, p. 21).

The book presents the arrival of Muslims on the Indian subcontinent as a turning point in history, as it gives birth to the rule of excellent governance and meritocracy in the world (UH6, p. 82). While it describes the administrative structure set by the Sultanate, the book particularly emphasizes that the empire was divided into provinces, which were governed by the governors appointed by the sultan. The provinces were divided into jagirs or landholdings, which were given to nobles (UH6, p. 82). It also tells us that the sultan was the supreme authority, as he was held to be the head of government and the military commander in Chief, and every major decision was to be made in his court. As one learns, Wazir was supposed to be a learned and cultured person who would efficiently play his role in the affairs of the state. He used to do all state work under the explicit guidelines of the Sultan. Thus, all civil servants’ and soldiers’ salaries would be calculated and paid by wazir, apart from the distribution of stipends to scholars and charity to the downtrodden (UH6, p. 82). This detailed description being given to us suggests that the book aims to present the Muslim administration structure as an ideal of good governance, efficiency, and welfare of mankind.

Taking upon the organizational structure put in order by the Delhi Sultanate and then Sher Shah, the Mughals further polished it. The book stated “There were separate departments for finance, agriculture, trade, education, and justice that were served and supervised by talented and competent people.” The book elaborated on the governors, military commanders, and religious scholars used to advise the kings. Furthermore, the books also informed students that Akbar to Aurangzeb, the Mughal emperors, reserved five to six hours a day to interact with people and attend to the work of the state. In *Diwan-i-Aam*, they crossed swords with common citizens, ambassadors, governors of provinces, victorious generals, and prisoners (UH7, p. 66). Akbar was credited with establishing an administration that was later followed by his successors and, in many ways, by the British, who took over the government after the fall of the Mughal Empire. The books penned details of how the empire was divided into provinces, sub provinces, and districts. The roles and duties of Manasabdars, Sardar, Subedar, Kotwal,

and Faujdars Amalguzars (revenue collectors) were discussed in detail. (UH7, pp. 41-42). The main feature of this system was the mansab or office a person held, and it was approved by the emperor. It was mentioned that “The mansabdars were appointed by the best talent in the empire,” and “Jagirs were awarded but were returned to the state on the death of the man Sardar” (UH7, p. 41).

Another acknowledged king in terms of good governance was Babur, who divided his territory into many “jagirs or estates and distributed them among the begs or nobles who had come with him from Kabul. These jaghirdars were made responsible for the civil administration and revenue collection of their areas” (UH7, p. 33). For revenue collection, “land was surveyed, and the share of the government was fixed at one-third of the produce, which could be paid in cash or kind’ and to ensure justice and the law-and-order panchayat system continued at the village level as the Patwari and Chaukidar helped in maintaining law and order. (UH7, p. 33). For a hundred years, from 1757 to 1857, India was ruled by the East India Company, with the English Parliament regulating its affairs “The Governors-General were appointed by the English Parliament and controlled both military and civilian affairs. Several reforms were undertaken under the East India Company rule without regard to the feelings of the local people” (UH8, p. 5).

After 1858, India was divided into 11 provinces that were directly under British rule, with 560 Princely States whose rajas, maharajas, and nawab followed the policies of the British Crown. The British followed the administration of the Mughals with centralization at the core and a responsible provincial government.

*The entire structure was managed by Civil Service officers who were selected through a Civil Service examination instituted in 1853. This encouraged a lot of English talent to come to India to administer it. The army was separate and had recruitment policies through which the local Indians were barred from holding officer ranks. The Penal Code left by Lord Macaulay was enforced in 1860. District Courts, leading up to High Courts and finally to a Supreme Court, came into existence. Most of the judicial officers were British, but their inexperience with Indian customs made a whole class of legal middlemen come into being to advise their local clients in the British system of law (UH8, p. 9).*

Coming to the present status of the power structure, governance, and political setup, the book My World History explains the forms of government such as monarchy, authoritarian, communism, government with limited power or unlimited power, unitary system, confederal system, democratic system, and federal system. The book then explains in detail the principles and branches of government, such as the legislative, executive, and judicial branches of the USA only (MWH, pp. 22-25). No information regarding forms of government, principles of government, branches of government, and their functions regarding Pakistan was provided in the books. Students were not informed about the governance system and political structure, electoral process backed by the constitution, or approval by judicial institutions in Pakistan. However, the tussle between political parties and army chiefs and the silent features of the performance of governing bodies in different eras were elaborated.

In addition to being informed about power structures, it is equally important to understand how political, social, and economic factors are interdependent both locally and globally. The books published for IB students (history by concepts) provide detailed accounts of how the Industrial Revolution, its pioneers, and their inventions and artistic movements are embedded globally. Another IB book (individual and society) has the chapter entitled global interactions. Global interactions are the focus of the text, which concerns how people and environments across the world interact through the exchange of goods and services and how people and things communicate across the world. The text explains how the world has become more connected and how we know more about the world around us (HBC, p. 26). The chapter further explains

how trade, the environment, money management, and natural resources play important roles in a global scenario. economic gains remained the centripetal force for global interactions. The book *My World History* provides students with ample opportunities to learn how the age of exploration and reformation has transformed the world into a global village. These books also explain how religious, political, social, and economic factors are globally embedded and led to World War I and World War II, the formation of the League of Nations, and the United Nations and their global effect on present-day Worlds.

The books published by Pakistani students were mute regarding the global effects of environmental issues, trade, money management, industrialization, discoveries, artistic movements, and so on. However, the explanation of religious, political, social, and economic factors was limited to the 1857 War of Independence, World War I, World War II, the formation of the League of Nations, the United Nations, the Khalifa movement, the Balford Declaration, and how they have affected present-day Pakistan. Books published for O Level students explain Pakistan's affinity with its neighboring countries, a few Islamic countries, Britain, and the USA. Students learned that for the Pakistan Kashmir issue, financial and military aid and, to some extent, religious ideology were the three factors that were used to settle the score globally. The content in these books failed to develop a holistic approach that could help them understand how political, social, and economic factors are interdependent, both locally and globally.

### **Motivation**

Several factors have been mentioned in textbooks that encourage participation in civic and political life. The most potent of them was securing the interests of the mighty heads. There are strategic, military, economic, and ideological motivations for political participation.

One of the books asserts that most people in early civilization were involved in politics because of greed for power and wanting to possess the whole world, increase the domain of their monarchy, gain wealth of the subcontinent, or enhance the glory of the Mughal Empire (UH6, p. 20-29). Revenge was also one of the motivations for making political moves, such as when "Darius the Great died his son Xerxes wanted to get revenge on Greeks (HIF, p. 55) or when "Kautilya, who had left Magadha after being insulted by a member of the Nanda royal family. Kautilya wanted revenge." (HIF, p. 87), or simply for pleasure. "In 1221, the Mongols, a fierce Central Asian tribe who enjoyed murder, loot, and destruction, appeared on the banks of the Indus River" (UH6, p. 66). At many points, economic interests were explicitly mentioned:

"Many of the early civilizations of the world expanded their territory in search of new lands and resources and established trading routes" (IS2, p. 19). Gold and silver drove the Spanish in their exploration and conquest of the Americas (IS2, p. 134). Some historians say that the aim of his conquests (Mahmud) is to spread Islam. Yet, other historians say that the reason for his invasions of India was to take its wealth and use it to set up an empire in Central Asia. (UH6, p. 63).

The books underscored that competition among European countries to expand their colonies was also driven by economic factors. The motivation behind the involvement of East Indian companies from business to politics of the sub-continent was given that "Englishmen even argued that they had generously taken on the job of bringing civilization to India! The reality was that it was trade, wealth, and power that motivated British imperialism rather than a consciousness of 'the white man's burden'" (PHCG, p. 28). The motives behind Macaulay reviving the education policy for the subcontinent were to create a class of people who could act as interpreters between the British and the millions they governed. This class of people would appear Indian but behave like Englishmen and have Indian looks, but British tastes, opinions, morals, and intellect (UH8, p. 10).



The text narrated that the advent of the Industrial Revolution further strengthened the economic justification for colonization. It was stated that “raw materials, new markets, and cheap labor were three key economic motives for building and expanding an empire” (HBC, p. 193). “They also fought over control of trade routes and land” (MWH, p. 586). The expansion of colonies and increase in market share gave birth to rivalry among European countries. This rivalry encouraged them to build strong armies that further motivated political involvement and control of the colonies. “India was an important colony for the British for military reasons, as they recruited Indian soldiers under British officers. Having a reliable supply of coal to fuel a navy was also important” (HBC, p. 194). Also, “One of the motivations for allying was concern about growing military and naval power among major nations” (IS3, p. 206).

Other than the economic and strategic reasons, ideological reasons behind political participation and gain of power were also mentioned; for ideological reasons, nationalism, terrorism, communism, capitalism, fascism, and religion served as a motivation for political struggle in historical discourse.

First, it was imperialism, and then nationalism among Europeans that fueled the desire for political participation.

*European powers controlled much of the world in the late 1800s. At the same time, many Europeans were developing feelings of nationalism or devotion to their nation or cultural group. National pride fueled the desire for new lands, and it also led to unrest (MWH, p. 926).*

In addition, an example of Gandhi and Jinnah as “nationalist leaders, “who led the campaign for independence, was mentioned (HBC, p. 242). The ideologies of communism and capitalism catalyzed the Cold War between the two superpowers immediately after the end of the Second World War. “Their ideologies and self-interest would draw them into conflicts in Asia, Africa, and the Americas as each superpower attempted to contain the influence of the other or to extend their spheres of influence in other regions” (HBC, p. 223). When the world was over, or with the conflict between capitalism and communism, the new ideology of terrorism came into being that justified political participation. Terrorist organizations that are driven into committing terrorist acts by their beliefs are different because of their belief in a power greater than humans, which supports their case. This may lead to terrorist members going to further measures to enforce their beliefs, as they justify their actions in the eyes of their religion (IS, p. 162).

Political participation driven by religious motivation was also mentioned when “crusades were fought to win Jerusalem back from the Muslims. Jerusalem is a city that is sacred to the Jews, Christians, and Muslims alike” (PHCL, p. 13), protestant nations moved toward self-government (MWH, p. 755), a religious movement that gained momentum in the 1500s intending to reform the Catholic Church (MWH, p. 740).

Aurangzeb, the Mughal ruler, believed that he was sent into the world by providence to live and labor, not for himself but for others, and that he had no right to defend his own interests at the expense of his subjects’ welfare (UH7, p. 58). In fact, the supreme power was placed in his hands by God; his authority as the Caliph of the Faithful was an absolute dictatorship (UH8, p. 16). Sir Syed was motivated by his religious faith to speak out against orthodoxy and enlighten attitudes toward religion. Sir Syed’s civic participation was motivated by a desire to encourage Muslims to think creatively; to promote education so as to improve the social, financial, and spiritual status of Muslims; and in response to the move to establish a separate state from Muslims in the subcontinent, a state to be created on the basis of religion. The 1940s saw a “struggle to achieve that identity in the shape of a separate state for the Muslims of India” (UH8, p. 75).

It was not only until Pakistan was created that religion was used as a motivation for civic and political participation. Political leaders used the slogan of religion to justify their political

moves. Their intention was to motivate the masses to participate in politics. The policies of the PPP were demonstrated by their slogan: Islam is our faith, democracy is our polity, socialism is our economic creed, and all power to the people. Bhutto described his program as Islamic socialism” (PHCG, p. 159). Zia also used the name Islam, intending to continue as president after elections (THCP, p. 153).

## **Discussions**

The findings of the present study provide valuable insights into the portrayal of requisite skills in history textbooks used in the selected elite schools of Pakistan. By examining the content of these textbooks considering the Gagnon and Pagé (1999), the present study has unearthed the existing gulf in the development of essential skills between Pakistani and International Baccalaureate (IB) books.

The analysis of the qualification component revealed stark differences in the approaches of the two sets of textbooks. Whereas the Pakistani textbooks mainly focused on delivering historical facts or information with negligible emphasis on inculcating higher order thinking skills, the IB textbooks used different exercises and activities to encourage their students to collaborate, communicate, and think critically. This difference in skill development has implications for the equity aspect of citizenship education in these elite schools of Pakistan, where IB textbook users, it can be safely assumed, would be more equipped with the relevant competencies to effectively participate in civic and political life.

The motivation component of requisite skills is discussed in terms of the motivating factors for participation in civic and political life. The textbooks explained that participation in civic and political life can be motivated by the personal gains of powerful leaders, strategic, military, economic, and ideological motivations, as well as religious motivations. The prominence of religious motivations in Pakistani textbooks suggests their influence on personal life and, hence, on the conceptions of students regarding their citizenship and their motivations for being citizens. Although the inclusion of religious motivations may reflect the historical and cultural specificity of Pakistan, it is essential to inquire about the implications of this prominence on students’ conceptions of citizenship. The information component of requisite skills revolves around understanding governance structures, power relationships, and the interconnections between local, national, and global issues. The analysis suggests that while Pakistani textbooks mostly discuss governance structures and power relationships within the country and do not tend to focus much on other global examples, situations, or happenings, IB textbooks extend the discussion to a global level, thus expecting its students to develop a more global understanding.

These findings have profound implications for curriculum development and educational policy in Pakistan, particularly for elite schools and their historical curricula. The differences found in the representation of requisite skills in textbooks warrant a more comprehensive account of citizenship education that particularly includes the development of higher order thinking skills because the purpose of IB textbooks is not only to provide knowledge but also to develop competencies such as critical thinking among its students. The prominence of only one motivation, religious motivation, about the factors motivating individuals to take part in political and civic life in Pakistani textbooks can be considered a massive space for improvement, as curriculum makers should consider the inclusion of other factors as well that could be relevant to the participants. A room for improvement in the textbooks would be to discuss examples other than Pakistani ones for governance structures and power relationships because knowledge of only a single country could be highly inadequate for diverse citizenship contexts.

## Conclusion

The main aim of this research was to investigate the development of the representation of requisite skills through the textbooks taught in elite schools of Pakistan by employing qualitative content analysis and referring to the study against the framework of Gagnon and Pagé (1999). Compared to the textbooks of Pakistani students, the findings of the study showed a reasonable difference in teaching methods and the development of the requisite skills in textbooks for IB students. The content analysis of textbooks revealed a significant difference between these two sets of textbooks; textbooks for Pakistani students mainly focus on providing historical facts and information, in comparison with IB textbooks, which provide multiple contexts and links with higher-order thinking skills (HOTS) relevant to multiple skills and knowledge. It is a question of equity if two groups of students are studying in elite schools in the country, and one group of students (IB) fulfills the requirements of citizenship education through textbooks of the same subjects from which the Pakistani students are studying and gaining citizenship education from a very exaggeratedly different point of view, and that difference is an unfair application of citizenship education at the elite school level.

The results showed that lessons enabling students to critically analyze messages from leaders to secure their interests and participation were found regularly in textbooks taught at elite schools in Pakistan. The study also found the four most common types of motivational sources for participation: strategic, military, economic, and ideological motives. In Pakistani textbooks on social studies, specifically for the political history of Pakistan, one was the ideology of Islam. Historically and culturally, it is realistic to find Islamic motivation in the political history of Pakistan; however, from the point of view of citizenship teaching and education in Pakistan, it is questionable whether this Islamic idea is harmful to Pakistani students in becoming active citizens.

The research found that textbooks supplied information on governance processes and power, and it also mentioned power relations in the context in which they occurred, but the major focus of all Pakistani social studies textbooks was on the Pakistani context, whereas textbooks of IB supplied the same information but with general suggestions relevant to a context without geographical boundaries. If education policymakers want to focus on all students in the era of globalization, all students should be well versed in the relationship between general and particular before performing their duties and rights, and the above process will run social changes and citizenship in the country.

Based on the findings of this research, this study has implications and recommendations for written curriculum. On a wide scale, the findings of the research necessitate rewriting the objectives of the curriculum for Pakistani students.

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