




A STUDY OF THE CONCEPT OF 'CITIZENSHIP' AMONG THE STUDENTS AND TEACHERS OF THE STATE OF JAMMU & KASHMIR

Pankaj Arora  and Ranjan Kumar Sahoo 

This research attempts to explore the conceptual understanding of the term 'Citizenship' among the students and teachers of Jammu & Kashmir (J&K); analyse how school education plays a key role in the promotion of citizenship; and how conceptual understanding of 'citizenship' help young students be responsible citizens. A mixed-method approach with a proper combination of qualitative and quantitative processes was adopted as the primary design for the study. The sample includes 512 students and 84 teachers from ten schools in five different districts of J&K selected using the purposive sampling method. Data was collected through interviews, focus group discussions, classroom observations, and questionnaires. The findings indicate that a clear majority of respondents have adopted, whether consciously or not, the idea of citizenship from a legal perspective. The study also concluded that schools and practitioners play a prominent role in bringing up citizens. Also, the perception of citizenship among students starts from primary school, where students are allowed to imbibe national morals and knowledge to become responsible citizens. One implication of the study is that by examining students' ideas about citizenship, educators can better develop a curriculum to deepen students' understanding of their rights and responsibilities as citizens and hopefully promote more active, informed civic participation.

KEYWORDS: Concept of Citizenship, Citizenship Education, Civic Virtue, Rights and Duties

Pankaj Arora
Professor, Department of Education (CIE), University of Delhi, India.
Email: pankajcie@yahoo.com. ORCID: <https://orcid.org/0000-0001-7727-0365>

Ranjan Kumar Sahoo 
Research Fellow, Department of Education (CIE), University of Delhi, India.
Email: kumarsahoورانان8@gmail.com. ORCID: <https://orcid.org/0000-0003-1753-2364>



INTRODUCTION

The state of Jammu and Kashmir (J&K) was a heterogeneous state earlier divided into three main divisions: Jammu, Kashmir, and Ladakh. Due to its special status and civil unrest, the state has always been in a limelight. The historic decision by the Central Government on J&K- the repeal of Articles 370 and 35A- ranks among the country's most unprecedented political movements, which further puts the state at the forefront. The enactment of the Jammu and Kashmir Reorganisation Act, 2019, which was approved by both houses of the Indian Parliament in August 2019, included provisions for the creation of the Union Territory (UT) of J&K. The act re-constituted the former state of J&K into two union territories, one being J&K and the other being Ladakh, with effect from 31 October 2019. The inhabitants of J&K possess different ethnic backgrounds and profess diverse religions, cultures, and languages (Snedden, 2015). As the J&K is also amid the Himalayan ranges, it is encompassed by rich flora and fauna. It is often termed 'Jannat Nazer', a paradise on earth due to its extraordinary characteristics (Dhar, 1991). If we will talk about the history of J&K, the princely state of J&K was established in 1846 by Dogra ruler Maharaja Gulab Singh and the period from 1846-1947 is also known as Kashmir under Dogra. In the year 1948, just after the first Kashmir War between India and Pakistan, the state was divided by a Line of Control (LOC) which has been in effect since a cease-fire was imposed by the United Nations with some territorial adjustment in January 1949. However, none of them was completely acceptable to India and Pakistan. Therefore, the status-quo or keeping the LOC was the only viable solution to maintain the Indo-Pakistan relations (Snedden, 2015).

The J&K is now an integral part of the Indian Territory but to date, there exists a tension between India and Pakistan. The continued conflict in the Kashmir Valley adversely impacts the economy and social structure (Schofield, 2010). In the past two decades, the conflict situation prevailing in J&K has also impacted the education sector badly (Malik & Majid, 2016). Further, the constant struggles, violence, and disturbances have a direct and adverse impact on the quality of life of the people of J&K in many ways: politically, economically, socially, and educationally (European Foundation for South Asian Studies, 2018). Hence, keeping in mind the social fabric of the state, the key principles of social commitment, citizenship, and co-existence are also the need of the hour. They should be shown a pathway that makes them socially responsible and works for the betterment of the valley as well as of the nation. The term 'citizenship' plays a significant role in this respect as it helps in the understanding of the notion of identity, rights and responsibilities, respect, participation, community involvement, voting, patriotism, and laws. It also helps in managing conflicts, building communities, making rules together, listening to each other,

and recognizing differences (Acharya, 2012; Kincal, 2004; Mccowan, 2011).

Education plays a significant role in the promotion of citizenship. It helps students from diverse backgrounds to develop the essence of rights and responsibilities. It prepares and motivates students to participate in society. It carries the responsibility to nurture the young students as responsible, committed, and critical citizens of the nation. It prepares students for civic and political engagement (Arora, 2013). It attempts to address the growing diversity, social inclusion, and inclusion of students with special needs. It also helps in associative living, strengthening the spirit of nationalism, and upholding peace and harmony (Osler, 2011). All these things signify there is a need for deeper involvement with the concept of 'citizenship.' Hence, one of the key intentions of the study was also to explore how education plays a key role in the promotion of the ideas and values of citizenship in students; how it helps young students to responsible citizens, and what role has education played and presently playing in strengthening their bonds with the nation.

School is the miniature of society (Dewey, 1916). It helps us understand social pursuits from different angles. It also teaches us to look at the world with a broader vision, so that sensitive thinking and compassion towards society can be developed (Arif, 2017; Geboers et al., 2015). The school environment and the classroom culture also play a significant role in shaping the notion of 'citizenship' among students. The classroom culture and practices performed by a teacher also signify the teacher's conceptualization of the concept of 'citizenship' in the true sense. Both school and school practitioners play a prominent role in bringing up citizens, as they imbibe national morals, knowledge, and skills in students (Alabaua, 2010; Arora, 2013). Teachers play a vital role as they teach about multiculturalism, tolerance, open-mindedness, etc. to cultivate spirit and cooperation within students which ultimately helps in nation-building (Dusi et al., 2012). Hence, the focus of the study was also to explore how the teaching-learning processes contribute to the preparation of responsible citizen and how school education help in developing the concept of citizenship among learners. Moreover, the hope for a progressive future in the valley lies in strengthening the lost faith of its youth regarding their sentiments of pride in citizenship. For that purpose, it is also important to know the perception of youth on citizenship as it will be extremely helpful to understand a generation in conflict as well as to explore wider outlooks of students on citizenship.

REVIEW OF THE LITERATURE

A wide range of literature was gathered to hold a better understanding of the study. As the study focused on the concept 'citizenship' henceforth, the review

of literature on understanding citizenship is categorized under three (3) heads: citizenship education; student's understanding of citizenship; and teacher's understanding of citizenship.

Citizenship Education

[Arif \(2017\)](#) explored the citizenship education program in Australia and the progress in citizenship education. The article also discusses the prominent role of teachers and educators. It emphasizes encouraging collaborations which are important in a multicultural society for growing good citizens and the central role that a high school teacher plays to educate students from diverse cultures. The significance of this paper is to improve participation and civic roles and hence demonstrate that citizenship education can really have an influence. The paper concludes by emphasizing enriching the teachers and educators for implementing citizenship values.

[Chavez \(2016\)](#) primarily focused on reviewing the literature on citizenship education to build a framework intended for the citizenship education curriculum in Ecuador. The paper revealed that there are surely obstacles to the successful implementation of citizenship education and there is a necessity for resources (textbooks) and participation in classroom activities and projects.

[Sigauke \(2013\)](#) in his article examined the nature to which the citizenship ideas and citizenship education is covered in social sciences teacher education. The study also analysed syllabus documents of social sciences subjects offered to pre-service teachers in teacher education programs in Australia and recommended a separate civic and citizenship education subject at the teacher education level. The study concludes by extracting from the available literature that citizenship education can deliberately be socially transformative depending on the policy at the place.

[Kahne and Sporte \(2008\)](#) in their study highlighted how civic learning opportunity fosters notable improvements in students' commitments to civic participation. The findings of the study suggested that the classroom can have a significant impact on student's commitment to civic participation. It was also revealed that classroom civic learning can more than offset the impact of the neighbourhood or home contexts that are relatively attentive to civic and political issues.

Student's Understanding of Citizenship

[Mathe and Elstad \(2018\)](#) explored the experiences of 16, and 17-year-old Norwegian students within the social science classroom and perceptions related to citizenship. The findings of the study suggested that understanding of social

science was strongly related to the experiences of the students. The results also indicated that focusing on interest and giving quality instruction will prepare students for civic and political engagement, and social science is valuable in terms of preparing and motivating students to participate in society.

Arslan (2016) in his article tried to understand how students perceive the concepts that are present in citizenship education that have the values of rights related to citizenship, responsibility, equality, and freedom, in the political process. The study suggested that citizenship found its meaning in modern times with its sociological understandings. The paper also defined citizenship in legal terms in relation to the state and individual person. The concept of citizenship and related perceptions are found to focus on the new citizenship model of being a good citizen. The study also revealed that both male and female students had similar views on citizenship that corresponded to the objective aimed by the school.

Geboers et al. (2015) commented on citizenship knowledge stating that students' understanding of citizenship is still fragmented by certain factors such as societal interest, pro-social ability, reflective thinking, and assertiveness.

Alabaua (2010) recognized the importance of formal education to bring consciousness about democracy and citizenship. The article states that schools play a prominent role in bringing up citizens. The perception of citizenship among students starts from primary schooling to imbibe national morals, knowledge, and skills to find how they give meaning to the good citizen. The author explicitly considers citizenship as the bond that is between the government and its respective citizens. One of the understandings from the study is that citizen is a person who is bound to connect with nationality tie.

Teacher's Understanding of Citizenship

Peterson and Bentley (2016) in their study tried to understand citizenship in a multitude of ways. The findings of the study evidently showed that values as central to the education of citizenship and the teacher's understanding of citizenship shape their way of teaching.

Dusi et al. (2012) article on citizenship education indicated that some of the teacher's understanding is based on the assimilationist conception of citizenship education, whereas others saw it from an inclusive perspective. It further suggested that the major categories in which teachers' practical actions fell were on managing conflicts, participation, building communities, making rules together, listening to each other, and recognizing differences.

O'Brien and Smith (2011) researched on the understanding of 'good' citizenship among pre-service teachers. The result of the study revealed that the

common understanding of teachers in response to 'good' citizenship is based on their respective understanding of community involvement and laws.

It is very evident from the above studies that the common understanding of good citizenship is based on the respective understanding of responsibility, respect, community involvement, voting, patriotism, and laws. The term 'citizenship' is found based on the major categories in which practical actions fell i.e., managing conflicts, participation, building communities, making rules together, listening to each other, and recognizing the differences. In response to citizenship education, it is revealed that citizenship education is critical to understand especially in multicultural societies to help students from diverse backgrounds. It presents adolescent students' political attitudes and perceptions. Hence, there seen a common consensus among teachers that citizenship education should teach about multiculturalism, tolerance, open-mindedness, etc. to cultivate spirit and cooperation. Further, it has also unveiled that both school and school practitioners play a prominent role in bringing up citizens, the perception of citizenship among students starts from primary schooling to imbibe national morals, knowledge, and skills to find how they give meaning to the good citizen. Social science is also found valuable in terms of preparing and motivating students to participate in society. Hence, it has been suggested by many researchers that there is a need for deeper involvement with the concept of citizenship, and for that citizenship education must be taught in schools and needs to be identified as a separate subject.

OBJECTIVES OF THE STUDY

Keeping in view the above identified needs, the study focused on the specific objectives as mentioned below:

1. To study the conceptual understanding of the term 'citizenship' among students and teachers of J&K.
2. To analyse school education for the promotion of citizenship among students of J&K.
3. To study the construct of the notion of rights and duties among students and teachers of J&K.
4. To study the perception of students and teachers regarding their roles as responsible citizens.

In the following sections, we discuss how we have framed this study both conceptually and methodologically.

THE NOTION OF CITIZENSHIP

Citizenship, at the base, refers to membership of a state or political unit whereas it had been originally associated with city-states (from which the word is derived- 'civis' in Latin being the resident of a city), it is now almost exclusively used for belonging to a nation-state (Mccowan, 2011). In response to the types of citizenship, there are several possible ways of categorizing citizenship. One common distinction proposed by Kymlicka (2002) is between 'liberal' and 'civic republican' approaches. Liberal approaches refer to the portion of the population who have little or no desire to be politically active on the other hand, civic republicans consider it essential that individuals have active participation in politics and civil society, both are necessary for the effective functioning of a democratic society and the well-being of the individual. Another way of distinguishing forms of citizenship was proposed by Mclaughlin (1992), in the form of 'maximal' and 'minimal' conceptions, a continuum relating to the elements of identity, virtues, political involvement, and social prerequisites. On 'minimal' views, the identity conferred on an individual by citizenship is seen merely in formal, legal, and juridical terms. In maximal terms, the citizen must have a consciousness of himself/herself as a member of a living community with a shared democratic culture involving obligations and responsibilities as well as rights. Further, another categorization is provided by the cross-national study of Torney-Purta et al. (2001), which distinguishes between 'conventional' and 'social movement' related citizenship, the former indicating participation through the formal procedures of liberal democracy, and the latter through direct mobilization, particularly on single issues Mccowan (2011). However, keeping in mind the social fabric of the UT of J&K and to make the people of J&K more socially responsible and work for the betterment of the valley as well as of the nation in this study, the notion of citizenship has been taken as an active, productive, critical, and responsible citizen.

THEORETICAL FRAMEWORK

The theoretical framework of this study is based on the conceptual development of citizenship which can be understood in three distinct periods in history:

a) The classical period and civic republican citizenship: civic virtue, freedom, and active citizenship

The concept of citizenship can be traced back to the classical Greek-Roman period. The Greek notion of citizen as elaborated by Aristotle in his seminal text politics elucidates how a citizen has been imagined. Aristotle defined man as a political animal and citizenship as a necessity for a good life (Aristotle &

Rackham, 1990). His idea of citizen was based on civic virtue and loaded with duties and responsibilities related to political affairs. Only a few people were privileged to be called citizens and could engage in self-governance; incidentally, women, children, slaves, foreigners, peasantry class were not considered citizens (Aristotle & Rackham, 1990). The Roman republic's notion of citizenship was more inclusionary in nature. Theoretically, it was based on civic virtue for participation; it also opened citizenship for a larger heterogeneous population as a legal status (Sarohe, 2018).

b) The late medieval period and early modern periods: legal protection of liberty and passive citizenship

In this period citizenship did not stand for the common (shared) public responsibilities and civic virtue, rather the primary concern was on to enjoy 'common (shared) liberty' under the protection of the state. The notion of 'civic virtue' was replaced by 'common liberty' and the citizen was no longer a political being but was a private individual. For the early modern liberals what was worth protecting was one's physical life (as Hobbes), property, and liberty (as Locke). Thus, in this period liberty of private pleasure and state govern society brought a passive notion of citizenship as a legal status. Most thinkers of this period (16th-18th century), including Rousseau, and Montesquieu whose ideas influenced the French revolution, favoured the revival of civic virtue which had been side-tracked by the pursuit of private pleasure and personal interest (Sarohe, 2018).

c) The 19th and 20th centuries: capitalism and liberalism

In this period the republican idea of civic virtue and public-spiritedness was perceived as a matter of the past. Here, originated the idea of a liberal citizen who was a private self and was largely governed by the 'free hands of the capital market'. Till most of the 20th century, liberal theories continued to favour individualism wherein a citizen acquired certain rights owing to his/her legal status as a citizen. Marshall and Bottomore (1992) in their classic *Citizenship and Social Class* divides citizenship rights into three categories - civil rights (rights necessary for individual freedom), political rights (right to vote, stand for election, holding public office, etc.), and social rights (ensuring the minimum socio-economic status and provides a basis for the exercise of both civil and political right). Citizenship is essentially a matter of ensuring that everyone is treated as a full and equal member of society. In the 20th century, the conceptualization of citizenship continued to place the individual at the centre. Citizenship acquired a legal status owing to a citizen's membership in a nation-state and possession of rights. These bundles of rights established a principle of equality where citizenship became an abstract overarching identity unmarked by caste, gender, class, and religion (Sarohe, 2018).

RESEARCH METHODOLOGY

Design

Keeping in view the objectives of the study, a mixed method approach with a proper combination of both qualitative and quantitative processes as described by Johnson and Christensen (2003) and Johnson and Onwuegbuzie (2004) was adopted as the primary design for the study. The investigator employed the Convergent Parallel Design (Creswell, 2015) of mixed method strategy.

Population and Sample

The population of the present study includes all the secondary school students and teachers of the UT of J&K. However, keeping in view the geographical locations and feasibility of the study target population is restricted to all the secondary schools in five districts of J&K: Jammu, Udhampur, Srinagar, Baramulla, and Budgam. After the selection of five districts, the investigator selected ten secondary schools (two from each district) as the research site of the study by adopting the purposive sampling method. The investigator purposively selected these ten different schools keeping in mind the demographic, ethnic, and language variability. All the available teachers in sampled schools and students of classes IX to XII were selected as samples. A total of 84 teachers and 512 students were selected as a sample of the study.

Tools Used

To obtain detailed information from the respondents (teachers and students) regarding the concepts of 'citizenship' the following tools were developed and used by the investigator.

Content Analysis Proforma for Analysis of Social Studies Textbooks: To analyse the content of the social studies textbooks, a proforma was designed by the researcher as per the requirement of the study. The key intention behind the content analysis was to examine the 'content organization and presentation' of the books as well as to see how far the content on 'citizenship' is reflected in social studies (political science) textbooks of J&K from classes 6th to 10th, developed by the J&K State Board of School Education.

Classroom Observation Schedule for the Researcher: A classroom observation schedule was prepared by the investigator to observe the school and classroom culture. The observation schedule was broadly characterized under four heads viz. (1) classroom characteristics, (2) content of the study and its interpretation, (3) the teaching methodology, and (4) specific citizenship pedagogy and content. The key intention of the classroom observation was to find

out the concept of 'citizenship' in its practical sense and to make triangulation and cross-validation of data with the questionnaire, interview, and FGDs data.

Questionnaire for Students: A questionnaire was developed for the student participants. The underlying reason behind the development of this tool was to capture as rich as data possible related to the concept of 'citizenship' along with its practices in classrooms, schools, and society.

Focus Group Discussion (FGD) with Students: A FGD tool was also developed for students. After collecting data from students through questionnaires, in all sampled schools one FGD was conducted with a group of 8-10 students who had already participated in questionnaire data collection. This specific tool was developed with the key objective to find out both students' common and specific perceptions about the concept of 'citizenship' along with a discussion about their own experiences in the classroom, school, and community.

Questionnaire for Teachers: A questionnaire was also developed for teachers to gather information related to the concepts of 'citizenship' along with its practices in classrooms, schools, and society. The underlying reason behind the development of this tool was also to collect a large amount of data in a relatively short amount of time.

Interview Schedule for Teachers: A semi-structured interview schedule was prepared by the investigator to conduct one-to-one interviews only with the social studies teachers in all sampled schools whose classes had already been observed. The key intention behind the development of this tool was to collect in-depth data from the teachers about their own experiences and feelings about the classroom, school, and the community in relation to the concept of 'citizenship'. Additionally, the interview was also conducted to support and validate both questionnaire and classroom observation data.

RESULTS AND DISCUSSION

Analysis of Social Studies Textbooks

The social studies (political science) textbooks of school from classes VI-X, developed by the Jammu and Kashmir State Board of School Education, as per the guideline of the National Curriculum Framework (NCF)-2005 were analysed to examine how far the content on 'citizenship' is reflected in social studies textbooks. The textbooks which were analysed are given in Table 1.

In the process of analysing these above-mentioned textbooks, a certain procedure has been followed. First, the investigator developed a content analysis proforma pertaining to two aspects: content organization and presentation, and content on citizenship. Then, with the help of the (p) sign against each

Table 1**List of Textbooks for Content Analysis.**

Sl. No	Class	Name of the Book
01	VI	Social Political Life-I
02	VII	Social and Political Life-II
03	VIII	Civics
04	IX	Democratic Politics- I
05	X	Democratic Politics- II

facet, responses were recorded for each lesson. For instance, if citizenship and its meaning are discussed in the content of lesson-1 of the textbook, then the symbol (P) is placed against the aspect in the column mentioning the chapter. A norm for interpreting the content analysis of social studies textbooks was also developed. According to the norm up to 20% of sub-dimension coverage falls into the category of very poor, 21% to 40% (Poor), 41% to 60% (Average), 61% to 80% (Good), and 81% to 100% (Very Good) incorporation of 'citizenship' related content in the textbooks.

First, in connection to the analysis of the 'content organization and presentation,' it was found that all the textbooks from class VI-X contain a structured table of content. The font of the words used is readable and good. Each topic in the textbooks contains clear headings and sub-headings which are either in bold or in different colours. There are no writings in the margins apart from headings and sub-headings. Hence, the pages are also not overcrowded with writings in the margins. In general, the layout and design of the textbooks are overall good. In connection to illustrations or visual aids, it was found that the textbooks do not contain a sufficient number of graphics however the ones present in the textbooks are clear to understand. There are a variety of exercises in each chapter and the instructions to do the exercises are clear. The given exercises are also purposeful and helpful for the teacher to evaluate the learning outcomes of the learners. However, one of the major limitations found in each social studies textbook in connection to exercises is that there were only very few exercises that require project work or required students to work in groups. Hence, there should be more such exercises that will promote students to work in groups and as a team.

Second, according to the content analysis proforma and norms, it was found that the coverage of sub-dimensions on the unit of content related to citizenship in class 6th to 8th is good, and in class, 9th and 10th is very good respectively. Third, in connection to the chapter-wise descriptive analysis of

the social studies textbooks from class 6th to 10th, it was revealed that the 6th to 8th social studies textbooks were very general in nature and content, nothing specific existed in the book to teach any concepts substantially. The books only talked about what existed in the surroundings. The social studies textbooks of class 6th and 7th 'Social and Political Life' did not represent the political life of society, adequately. More stress was given to social life and a sociological outlook, and the appreciation of citizenship is not given due importance. The books also did not provide sufficient information regarding several topics such as empathy ability, critical thinking, problem-solving, etc. on the contrary topics like the caste system and women's rights were overemphasized, there are other issues, which could be included. Hence, attention should be given in this respect. In the same vein, the 9th and 10th social studies textbooks were to some extent found positive in developing citizenship skills. They stressed the concept of 'citizenship.' But still, books are mostly found theory-oriented and need a revamping in terms of practical learning of citizenship.

The current social studies textbooks were also found only to sensitize students about issues, but the books did not help to give them any practical knowledge about these issues. For instance, in Social and Political Life, the books were full of social issues, but nothing like political awareness was mentioned. There were also some chapters (like in class-7, chapter 7 with 8, and in class-10, chapter 4 with 5), where it had found no linkages with the previous chapters. Hence, continuity along with linkages with the previous chapter should be taken care of. Further, it was also found that the social studies textbooks, indirectly, praised the present government. Although the books did discuss some critics as well, those are nominal. Thus, the students may develop a biased perspective. Hence, the books needed some improvement. In addition to the above, it is also essential that the review of the textbooks should be done from time to time so that the upcoming concerns can be added and things and perspectives, which were left out could be included. The social studies textbooks also needed to be revised, concerning the political aspect.

School and Classroom Culture

School is the place where learning happens. This is the place where students get a basic idea of society and surroundings. In school, students get to clarify their ideas with their teachers and peers; they learn about being responsible citizens through various activities that are conducted during the academic year. This is the place that gives the idea of society and how basic theories work in society. Hence, it has no doubt that the school environment and the classroom culture play the most significant role in shaping the notion of 'citizenship' among students. The classroom culture and practices performed

by the teacher also signify the teacher's conceptualization of the concept of 'citizenship' in the true sense. Thus, it is also particularly important to discuss not only what teachers teach, but how they teach. What are the classroom characteristics? How does a teacher deal with his/her students? In this connection, ten social studies classes were observed one social studies class from each sampled school.

In connection to the first dimension, 'classroom characteristics,' it was observed that J&K is not different in the context of the rural and urban divide. Only schools (20%) situated in city areas were found fully endowed with a satisfactory physical environment in the classroom in comparison to grey areas. In most schools (80%), the academic environment of the classes was not adequately equipped with natural light & air, and other teaching-learning materials. However, in all the schools, the blackboards were present in the classes, and the writing on the blackboard was legible for all the students sitting at the front as well as on the last bench of the class. In most of the schools (70%), the size of the classrooms was also found to be inadequate as per the strength of students. It was observed that the classes were overcrowded, and there was no scope for group activities. Similarly, in response to sitting arrangements, in cent percent of the schools, it was observed that the classroom environment was not democratic because the high-performance students in all schools were somehow found to be sitting in the first or second row of the class. Further, the boys and girls in all the schools were witnessed sitting in separate rows. On entering the class, one could observe the prevalence of a clear gender divide in the whole class. None of the school classrooms was also found to be suitable for Children with Special Needs (CWSN) students. Only three out of ten schools had a ramp in their school. Hence, in relation to classroom characteristics, we can say that massive investment is necessary for the school system to be successful.

In connection to the second dimension 'content and interpretation,' it was observed that very few teachers (20%) were able to connect the topic with local examples and situations in their class. They were often found to be sticking only to their books; as a result, it was observed that students were also not able to move beyond their books and relate many concepts to their daily lives. Similarly, in response to classroom dialogue, it was observed that most of the teachers (80%) ignore and avoid discussions on debatable and controversial concepts. Although, most of the sampled teachers during the interview said that they valued classroom discussion, dialogue, and debate as key teaching methods, with the observation of the classes it came to light that the discussions were like a Socratic exchange. The researcher observed that there were no formal debates in any of the classes. When teachers were asked about the same during the interview, they came up with their reasons why the debate was occasionally inappropriate. One teacher said, "*I try to keep students away*

from the discussion regarding major socio-political issues and topics or issues that ought to be perceived as controversial because sometimes I feel that learners do not have enough background and facts to have a productive debate." Similarly, another teacher said, *"We have such a packed syllabus that we have very little time for discussion and debate."* A few teachers also suggested that sometimes debates tended to get heated very quickly. This could happen along racial lines, which teachers sought to avoid. Hence, there found less student participation in classroom discussions. In connection to the use of learning models, it was observed that almost all the classes were being conducted using the lecture method and reading from the textbook. Teachers used more of a standard lecture style, with more questions going back and forth. In some classes, teachers were also found teaching each topic directly from the text. During an interview with sampled teachers, it was revealed that they felt pressurised to complete the whole syllabus and to stick to the assigned material. Hence, not even in a single classroom, it was found that the teachers were using learning models for teaching.

In connection to the dimensions of 'the teaching methodology' and 'specific citizenship pedagogy,' it was observed that remarkable changes have been occurring in the teaching-learning process. Although most of the classes were found in lecture mode but still the idea of respect (80%), freedom (80%), equity & equality (70%) were observed in the classroom. In cent percent of classes, teachers were found to allow students to ask questions and encourage them for collaborative problem solving, by providing equal chances to all students in all scholastic and co-scholastic activities. In terms of the psycho-human environment, relations among students and relations among student teachers were found satisfactory in many cases. In addition to the role of the teacher, it was found that the role of the teacher completely shifted from being authoritative to a facilitator, friend, philosopher, and guide. During observation, it was also found that teachers were listening to students' ideas and viewpoints (80%), and they encouraged them to freedom of expression (90%) and group responsibilities (80%). The students (60%) were also not only found to be respecting students belonging to their gender but also found to respect each other and listen to each other's opinions. In all sampled schools, it was found that the value of mutual respect among students and teachers was being nurtured and followed. Teachers were also not found criticizing students when they were unable to answer, and they didn't allow the students to make fun of each other. Students were also seen taking assistance from their peers. With specific reference to the use of language in the classroom, it was observed that teachers use the words keeping in mind the nature and diversity of the classroom as many times (70%) it was found along with Hindi, teachers were also using local language to clarify the concept. In this way, they also tried to take care of the needs of all students while teaching. However, a similar kind of situation was

not found when it came to cognitive ability recognition. It's a matter of irony that in most of the classes (70%), teachers were still not found acknowledging diversity and individual differences. Teaching methodologies in many classes were found to be not in accordance with the cognitive ability level of children.

Students' Understanding of the Concept of Citizenship

In response to the student's understanding of the concept of 'citizenship,' it is found that most of the students who participated in this study described the concept of citizenship in concrete terms, using action verbs. For instance, during the discussion one student felt citizenship meant *"having more freedom and independence to do more of what you think and tell that to the higher government."* Another student defined citizenship as *"helping the poor/needy."* It is also found that the students who participated in this study understood the concept of citizenship mostly in its practical sense; in the context of school one of the students reported, *"a student becomes a responsible citizen at school by displaying good character and by obeying school rules."* It is also observed that students constructed the concept of citizenship in ways that made sense to their daily life experiences and those of people around them as most of the students reported that a responsible citizen is one who takes part in community activity (79.49%) and works for the betterment of the community (81.64%). Students are also found describing citizenship using the concepts like 'power,' 'great history,' 'sovereignty,' 'sense of unity,' and in terms of the responsibilities of a citizen. Hence, it can be said that the participants could not be able to differentiate between the concept of citizenship and the responsibilities of a citizen. The participants are found to construct the concept of citizenship in practical terms as the duties owed to the government by citizens on one hand, and rights and liberties owed to them by their government on the other. These duties and rights included supporting the government, helping the poor/needy, voting, volunteering service, working, and paying taxes, attending school to acquire skills to participate in the development of their country, critiquing the government where necessary, working together in development matters, and working out their relations to keep cordial relations.

In addition to the understanding of the term 'citizenship' students were also asked about the need for citizenship education. In response to that, it was found that almost all cent percent of students agree with the statement that there is a need for citizenship education as it is important for our country. During the discussion, one student said, *"there is a dire need for citizenship education as it gives us a broader concept about our individuality and identity."* Another student said, *"citizenship education is essential as it's a means for making the citizen loyal towards state/system/government."* Students were also aware of their duties and responsibilities as a citizen which ultimately helps in the development of

the state and nation. Indeed, one of the students asserted, *"citizenship education is necessary to educate our young generation to take responsibility for their community and to create a strong patriotic feeling for the nation."* The study also revealed that there is a dire need for citizenship education as it deals with the progress of the multicultural society of teachers and students from diverse cultures. The multicultural theories of citizenship education are considered to help students from diverse backgrounds to develop the essence of rights and responsibilities. Further, it is also found that citizenship education presents adolescent students' political attitudes and perceptions. It also attempts to address the growing diversity, social inclusion, and inclusion of students with special needs. The results of the present findings are in tune with research studies conducted by [Kahne and Sporte \(2008\)](#), [Alabaua \(2010\)](#), [Osler \(2011\)](#), [Geboers et al. \(2015\)](#), [Arslan \(2016\)](#), and [Mathe and Elstad \(2018\)](#).

Teachers' Understanding of the Concept of Citizenship

In response to the teacher's understanding of the concept of 'citizenship,' it is found that citizenship is most basically a legal status. For example, one teacher asserted that *"most basically citizenship is a legal status based on the rights and responsibilities of a person within a specific location."* The notion of citizenship is also found participatory as many respondents during the discussion talked about its nature of collective wellbeing. The notion of collective wellbeing or common good arose in multiple definitions of citizenship. For example, one teacher defined, *"citizenship is all about making informed and reasoned decisions for the common good in a multicultural society situated within an interdependent world."* Another teacher said, *"citizenship is a status by virtue of which an individual gets to live, work, and enjoy all the basic rights at a place where he/she lives."* Further, along with the notion of collective wellbeing or common good, duties and responsibilities also arose in multiple definitions of citizenship. For example, one teacher defined, *"citizenship encompasses your responsibility, your role as a contributing part of society. Not just the laws, rules & regulations that are expected of you as a citizen, the respect for others, the abiding by the law; it encompasses character and interconnectedness with other people in the community. It's making people see beyond themselves, that they are part of a bigger picture."* Another teacher stated, *"citizenship is showing concern and request to the common interest of the nation without compromising with the social, moral and ethical values."* It is also revealed that citizenship is a kind of belongingness, patriotism, and love towards the nation when a teacher argued, *"citizenship, in my opinion, is a strong feeling and ideas of belongingness to a particular country."* So overall it is revealed that citizenship does not mean only a legal status rather it has a broader definition by including the notion of equality, collective wellbeing, duties and responsibilities, and active participation.

In addition to the conception of the term 'citizenship', when teachers were also asked about the roles of a citizen as a part of a community member, there also found a kind of common consensus as most teachers stated that as a part of community member a citizen should participate and take responsibility for their community (65.48%). He/she should work for the betterment of the community (84.52%) as well as of the nation (70.24%). He/she should always give more importance to common goods than individual interest (91.77%). Similarly, when teachers were asked about what all ideas and values do you think students should imbibe for active citizenship, they said freedom, responsibility, respect towards others, honesty, equality, freedom of speech, social justice, good character, friendly behaviour, love for the nation, sense of responsibility, sense of discipline, sense of punctuality, truthfulness, acceptance of tolerance and work for the betterment of the community all are some of the ideas and values students should imbibe for active citizenship. Further, in this regard, it is also found that both curriculum and teaching play the most significant role in the inculcation of the above-mentioned ideas and values among students. However, when teachers were asked about how they define a responsible citizen, there found different kinds of responses by teachers, few described responsible citizens in terms of values and qualities whereas few others described it in terms of duties, responsibilities, and active participation. Overall, it is revealed that a person is regarded as a responsible citizen if that person abides by rules and regulations, tries to resolve conflict peacefully, having values and qualities like moral and ethical behaviour, dutifulness, punctuality, and honesty. Further, it is also revealed that a person having good character, who takes part in community activity, participates in election voting, has a strong feeling for the nation, and works for the development of the nation is regarded as a responsible citizen.

Furthermore, teachers were also asked about the need for citizenship education. All cent percent of teachers stated that there is a need for citizenship education and suggested the rationale behind their argument like one of the teachers said, "*citizenship education is necessary as it plays an important role as it gives us a broader concept about our individuality and identity.*" Another teacher argued, "*citizenship education is necessary to make students aware of their responsibilities as a citizen.*" Another teacher said, "*citizenship education is necessary as it makes an individual aware of his/her rights and duties as a citizen and helps in the development of the state and nation.*" Similarly, another teacher reported, "*citizenship education is necessary because if we develop good qualities in students, then they become the good citizen of tomorrow. They also work towards the welfare of their generation.*" Indeed, one of the teachers asserted, "*citizenship education is necessary to educate our young generation to take responsibility for their community and to create a strong patriotic feeling for the nation.*" One teacher also argued, "*citizenship education is necessary as it inculcated democratic values in students which ultimately*

promotes democracy. Thus, it should be promoted from the grassroots level". Hence, the study revealed that there is a strong need for citizenship education. The results of the present findings are in tune with research studies conducted by O'Brien and Smith (2011), Dusi et al. (2012), Sigauke (2013), Peterson and Bentley (2016), Chavez (2016), and Arif (2017).

CONCLUSION

In this study, we found variability in understanding the term 'citizenship.' While students are found describing the concept in concrete terms using action verbs e.g., managing conflicts, participation, building communities, making rules together, listening to each other, and recognizing differences; teachers are provided a legal perspective. Overall, it is revealed that citizenship does not mean only a legal status rather it has a broader definition by including the notion of equality, collective wellbeing, duties and responsibilities, and active participation. Further, it is also found that both school and school practitioners play a prominent role in bringing up citizens, the perception of citizenship among students starts from primary schooling where they learn to imbibe national morals, knowledge, and skills that build the qualities of a good citizen.

The social studies curriculum is also found valuable in terms of preparing and motivating students to participate in society. Hence, there is a need for deeper involvement with the concept of citizenship, and for that citizenship education must be taught in schools and needs to be identified as a separate subject. Policymakers should keep in mind both teachers' and students' perspectives while framing the curriculum. Genuine interest is needed by policymakers to think more about policies related to bringing about education for citizenship. Despite frequent theoretical shifts, emphasis should be put on practical things which enhance learning of citizenship. Schools should also ensure freedom, and discipline, encourage group activity, and include students in the decision-making process to become a more responsible citizens; especially by planning civic engagement activities. One central implication of the study is that by examining students' ideas about citizenship, educators can better develop a curriculum to deepen students' understanding of their rights and responsibilities as citizens and hopefully promote more active, informed civic participation.

Acknowledgment: This paper is based on the research project titled 'A Study of the Concepts of 'Citizenship' and 'Democracy' among the Students and Teachers of the State of Jammu & Kashmir.' funded (F. No: 02/142/2017-18/RP/Major) by the Indian Council of Social Science Research (ICSSR). Authors are thankful to ICSSR for providing funds to facilitate the research.

REFERENCES

- Acharya, A. (2012). *Citizenship in a globalizing world*. New Delhi: Pearson Education India.
- Alabaua, R. (2010). Primary school students' conceptions of citizenship. *Procedia: Social and Behavioral Sciences*, 2(2), 2528-2532. <https://doi.org/10.1016/j.sbspro.2010.03.367>
- Arif, B. (2017). Citizenship education at high schools in Australia: New South Wales. *International Journal of Social Sciences and Educational Studies*, 4(1), 32-39. <https://doi.org/10.23918/ijsses.v4i1p32>
- Aristotle, H., & Rackham. (1990). *Politics*. Hackett Publishing Company.
- Arora, P. (2013). Need to prepare democratic citizens in India. *Indian Journal of Youth Affairs*, 17(2), 13-23.
- Arslan, S. (2016). Perceptions of 8th grade students in middle school towards citizenship values. *Journal of Education and Learning*, 5(4), 318-329. <https://doi.org/10.5539/jel.v5n4p318>
- Chavez, A. (2016). Citizenship education in Ecuador: Perceptions of students and teachers. *International Education Studies*, 9(12), 206-218. <https://doi.org/10.5539/ies.v9n12p206>
- Creswell, J. W. (2015). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Uttar Pradesh: Pearson India Education Services Pvt. Ltd.
- Dewey, J. (1916). *Democracy and education*. Delhi: Aakor Books.
- Dhar, S. (1991). *Jammu and Kashmir*. New Delhi: National Book Trust.
- Dusi, P., Steinbach, M., & Messetti, G. (2012). Citizenship education in multicultural society: Teachers' practices. *Procedia: Social and Behavioral Sciences*, 69, 1410-1419. <https://doi.org/10.1016/j.sbspro.2012.12.080>
- European Foundation for South Asian Studies. (2018). *Hartals in Jammu and Kashmir; cause for social, political and economic instability*. Retrieved from <https://www.efsas.org/publications/study-papers/hartals-in-jammu-and-kashmir;-cause-for-social,-political-and-economic-instability/>
- Geboers, E., Geijssel, F., Admiraal, W., & Dam, G. (2015). Citizenship orientations and knowledge in primary and secondary education. *Social Psychology of Education*, 18(4), 749-767. <https://doi.org/10.1007/s11218-014-9265-7>
- Kahne, J., & Sporte, S. (2008). Developing citizens: The impact of civic learning opportunities on students' commitment to civic participation. *American Educational Research Journal*, 45(3), 738-766. <https://doi.org/10.3102/0002831208316951>
- Kincal, R. Y. (2004). *Citizenship*. Ankara: Nobel Publishing.
- Kymlicka, W. (2002). *Contemporary political philosophy: An introduction*.

Oxford: Clarendon Press.

- Malik, N. A., & Majid, A. (2016). Kashmir: In historical perspective. *JPUHS*, 29(2), 1-10. Retrieved from http://pu.edu.pk/images/journal/HistoryPStudies/PDF-FILES/1-v29_2_16.pdf
- Marshall, T. H., & Bottomore, T. (1992). *Citizenship and social class*. Pluto Press. <https://doi.org/10.2307/j.ctt18mvns1>
- Mathe, N. E. H., & Elstad, E. (2018). Students' perception of citizenship preparation in social studies: The role of instruction and students' interests. *Journal of Social Science Education*, 17(3), 74-86. <https://doi.org/10.4119/UNIBI/jsse-v17-i3-1779>
- Mccowan, T. (2011). *Rethinking citizenship education: A curriculum for participatory education*. New Delhi: A&C Black.
- Mclaughlin, T. (1992). Citizenship, diversity and education: A philosophical perspective. *Journal of Moral Education*, 21(3), 235-250. <https://doi.org/10.1080/0305724920210307>
- O'brien, J. L., & Smith, J. M. (2011). Elementary education students' perceptions of "Good" citizenship. *Journal of Social Studies Education Research*, 2(1), 21-36. Retrieved from <https://pdfs.semanticscholar.org/f92c/981b3a56832ae813f1ed7b0beb7029662345.pdf>
- Osler, A. (2011). Teacher interpretations of citizenship education: National identity, cosmopolitan ideals, and political realities. *Journal of Curriculum Studies*, 43(1), 1-24. <https://doi.org/10.1080/00220272.2010.503245>
- Peterson, A., & Bentley, B. (2016). Education for citizenship in South Australian public schools: A pilot study of senior leader and teacher perceptions. *The Curriculum Journal*, 28(1), 105-122. <https://doi.org/10.1080/09585176.2016.1184579>
- Sarohe, S. (2018). The role of teacher education programmes. *Economic & Political Weekly*, 53(40), 27-32.
- Schofield, V. (2010). *Kashmir in conflict*. London: Tauris.
- Sigauke, A. T. (2013). Citizenship education in the social science subjects: An analysis of the teacher education curriculum for secondary schools. *Australian Journal of Teacher Education*, 38(11). <https://doi.org/10.14221/ajte.2013v38n11.1>
- Snedden, C. (2015). *Understanding kashmir and kashmiris*. UK: Hurst & Co LTD.
- Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W. (2001). *Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age fourteen*. Retrieved from <https://www.iea.nl/publications/study-reports/international-reports-iea-studies/citizenship-and-education-twenty-eight>