

Case Study of Civics Education

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Abstract: *In this paper the author wishes to bring out some aspects of methodological reports on civics classes as part of educational research. This case study is conceptualised in an Intermediate School in India and it is rooted in the qualitative research traditions of grounded theory and the use of ideal types. This study highlights both the empirical and theoretical aspects of one specific case study by using methodologies in regards to the contextual factors and the students' academic and socio-economic factors influence the teaching-learning activities. A reflective pedagogy is used in this study that will be also commented.*

Keywords: *Civics, citizenship, India, methodology, empirical, grounded theory, ideal types.*

Date of Submission: 01-10-2018

Date of acceptance: 16-10-2018

I. Introduction

This paper narrates a case study which I studied in the state of Uttar Pradesh (Northern State) of India. I followed "Civic education" subject lesson in one class at a secondary school focussing on the teaching –learning activities on a specific topic on "Democracy" and its implication in the Indian context. As a researcher, my aim was to observe teaching of civic education on the "ordinary, the everyday and the apparently humdrum and routine in the classroom life" (Hansen, 2007). I wanted to understand how the teenage students study this subject and interact in a civic classroom.

In order to better understand the teaching-learning activities, I used the qualitative method which correspond on this study to "focus on the every life experiences" and "valuing participants' perspectives" (Marshall & Rossman, 1999). The methodological aspect in this educational inquiry of this case study will have some empirical and theoretical insights with the essential background and fundamental guidelines in the grounded theory. Then I will narrate this case study and its conclusion.

Background

This research study is conducted in a secondary school's classroom in Uttar Pradesh (the northern state) of India. The main theme of this research is based on the fundamental notion of teaching civics subject to develop the young minds as a social being and develop the potential to be a good citizen as Aristotle has rightly said that "He, who is unable to live in society or who has no need, because he is sufficient for himself, must be either a god or beast".

This philosophy of citizenship is based first in the family then at the state level. State acts as a powerful agency for harmonising social conflicts and adjust to even opposite interests. To-day every person is supposed to be fully aware of his rights and duties a member of state and society via formal or informal education.

My aim to investigate this concept of citizenship took me over to Indian civics classroom. I used a qualitative case study approach (Stake, 1995). I was further influenced by the scholars Glaser and Strauss (1967), Geertz (1973) and Britzman (2003) to use the traditions of grounded theory and the use of ideal types. By adopting this approach I wanted to understand the practical knowledge regarding the teaching – learning insights of the civics education as India is amongst the top most democratic country.

In 1998, Strauss and Corbin quote:

"If someone wanted to know whether one drug is more effective than another, someone wanted to know what it was like ten a double blind clinical trial would be more appropriate than grounded theory study. However, if someone wanted to know what it was like to be a participant in a drug studythen he or she might sensibly engage in a grounded theory project or some other type of qualitative study."

In short Strauss and Corbin quote above summarising the importance of using grounded theory methodology (GTM) for a research project. It provides the researcher to use useful tools to learn and understand about individuals' perceptions and feelings in a particular context.

On the other hand, Glaser and Strauss (1967) wrote clearly and distinctly about their research strategies for studies of patients dying in hospitals. It has predominant quantitative research paradigms at the time. They offer an inductive research method in which theory is to be discovered based on what is found in the

field. As a result a complex protocol of fracturing and coding based on categories and sub categories are found in order to understand ideas and theme that can generate general insight. Marshall and Rossman (2010) were followers of this research tradition who point out the difficulties in inducting theories derived from the field data. Finally they put forwards a more subtle approach in which the literature review of this topic of study supplies general theoretical constructs, categories and properties that can be beneficial to organise new data and understand what is being observed. Several researchers in the field of social studies and education have used this methodological approach in research studies over the years (Hess. 2002. Larso & Keiper.2002; Parker & Gehrke, 1986; Wade. 1995).

Thus grounded theory methodology advocates the creation of new theory which consist of interrelating concepts rather than testing already existing theories. GTM guides researchers to explain and sometimes predict phenomena based on empirical data instead of achieving statistical result. The data collection typically includes in-depth interviews but can as well add other sources of data from existing research literature and quantitative data. GTM offers guidelines for data collection. The goal of grounded theory is to seek a theory that is grossly tied with evidence and as a result it is likely to be consistent with empirical data (Orlikowski 1993; Eisenhardt 1989). Data collection, coding rationale, integration of categories, abstracting from data and construction of theory are therefore guided by theory as it emerges.

Max Weber (1949), the German sociologist, is one of the founders social sciences presented the modified grounded theory research method as the notion of ideal types. Weber defined the ideal types as a “*mental construct for the scrutiny and systematic characteristization of individual concrete patterns which are significant in their uniqueness.*” He went further on to propose the use of an “*ideal display*” of an idea that has taken form via an “*analytical accentuation of certain elements of reality*”. Weber explains that the next step of research will be to use these ideal types as a comparison with the actual phenomenon of ideals. This comparison may generate insights how this phenomenon approximates or rather exceeds the ideal. By using this pedagogical device, researcher may understand better the social reality at a given time and place. Several typologies of ideal types of civic education (Cohen, 2010; Rubin, 2007; Sears & Hughes, 1996; Wertheimer & Kahne, 2004) have implicated this notion.

As a researcher, I was interested to present a case study in India based on Civics education. I found it appropriate to use a practical application of grounded theory method for discovering theory that is grounded in data systematically gathered and analysed in an interpretive and qualitative case studies. Then finally, the paper presents some conclusions.

II. Methodology

This case study took place at the “Colonel Ganj Intermediate School” of Allahabad, India. This town is always animated with the social, educational and political issues. It has one of the prestigious High Court of India where the highest decisions of Independence were implemented as Indian constitutional laws. The Senate Hall of Allahabad University was also prominent place for all political and great intellectual leaders to discuss and decide for the future of India. The Uttar Pradesh Education Examination Board is found in Allahabad.

Many students of surrounding villagers feel proud to be admitted in a school at Allahabad. They travelled long distances by train every day to attend classes or they even hire houses in groups or stay in hostels in the town. Many students in this school come from lower socio- economic or poor families. Students aim is to pass the Grade 11th and 12th with maximum marks is very important so that they can get admission in a good University to pursue higher education and obtain a high salary or secured job. Education system in this state is scheduled as Summer time: March to July (7:30 a.m to 12:30 p.m according to schools) and other months normal classes from 10 a.m to 3.00 p.m.

Raman is the civics teacher whose Grade 11th class I followed every day for 40 minutes. He has been teaching in this school for 25years in this school and looking forward to be promoted as Lecturer. The data collected for this research was over a period of 4 months --- 24 lessons; 3 interviews and analysed 1 test; 2 worksheets and 1 debate.

Data was collected:

- (1) Classroom & school activities observations,
- (2) Semi-interviews & class debate
- (3) Analysis of teachers assigned home / class works as assessment.

These 3 stages of data collection was aim to observe and understand how the teaching –learning activities of civics subject help students to be a good citizen. Through the civics curriculum they learn to better understand the socio- political activities of their country and develop the sense of patriotism. I followed Raman class without interfering in the actual lesson. During an interview I asked Raman if he could elaborate in 2 or 4 classes on democracy and the actual practical issues on democracy in India.

III. Findings

I visited the 'Colonel Ganj Intermediate School' of Allahabad, India for the first time in July 2016. This school has a mystical surrounding. The overcrowded city attracted my attention while I was on my way to negotiate with the school's administrator for class observation. The Colonel Ganj Intermediate School is situated at a specific place whereby two roads cross the school. In the left hand of the school, the road goes towards Allahpur and in the right side is another road named JN (Jawaharlal Nehru) road which leads to the Nehru's ancestor's house which is now converted into a National Museum. Opposite to this Museum is the prestigious Allahabad University.

The first day I attended this school is still memorable. I hired an electronic rickshaw in front of "Le Grand Hotel" where I was residing. The moment I sat in the rickshaw, it started raining! The rickshaw took me around several streets in search of the 'Colonel Ganj Intermediate School'. Finally when I reached the school, I was completely wet and Raman has completed his teaching class. He informed me about his daily civics subject teaching timetable and the text book he is using. The Principal, Mr KM Singh told me to meet Mrs Medha who teaches civics subject as well in the Grade 11th. But unfortunately she was not at the school. I looked around the school yard and part of it was flooded with rain. The first thing that came in my mind was mosquitoes! It is monsoon season and I needed to be careful not to have fever with the mosquitoes bite!

The school clerks finally gave me proper information and guidance yesterday how to reach the school. The next day I was on time to attend the first civics class. I followed Raman to the class where around 17 students were already in the class. He introduced me to his students who gave me a curious look welcome especially when I decided to sit amongst them and follow the class. I was somewhat uneasy at first to sit on the bench when I saw the inches of dusts on it. In order not to embarrass any one I sat on the bench but for few seconds I looked around I noticed even the floor was covered with dusts. At first I thought may be there was dust storm previously which is a common phenomenon during the monsoon season.

Raman started the class by asking the students few questions of the previous lesson. They were all quiet. Raman started re-explaining yesterday's completed topic on the "President of India".

Then after some times Arun asked Raman: "Sir! When the Indian President enjoys the real power?"

Raman explained again briefly about "The power of the President of India". Raman turned back towards the blackboard, he wrote the main points of this explanation on the black board with the white chalk. I noticed the students writing these notes in their exercise copy. He made it very clear and in simple term that according to the Indian Constitution the Indian President does not have merits as he is not an elected President by the population like in USA. He is appointed for five years in this post by the approval of 1/3 members of the Rajya Sabha (Upper House). The executive members of the Parliament are responsible for executing the laws as they are elected by the people. So, the President of India is the symbol of Indian State and he signs all applications of the diplomatic personnel in or out of the country. The President's term of office and conditions of services are laid down in the Indian Constitution.

Raman further gave examples when and how the Indian President executes his power as head of state referring to Arun's question. The President observes that the democracy rule is prevalent in the country.

Raman wrote on the blackboard the few instances where the previous Indian Presidents of India have used their power for example:

- The President had to declare "Emergency period" when Indira Gandhi was Prime Minister of India.
- He allows establishing a government when one party majority is not there by joining other parties to make a majority in the Parliament to rule the country.
- The Rajiv Gandhi's coalition government was dissolved after 13 days with the consent of the President.

I followed Raman's class for 40 minutes as the other teacher who was supposed to use this class was absent. He continued to explain further by comparing the power of Indian President and that of USA President. He wrote distinctively the main points by dividing the blackboard with the white chalk. Before ending the class, he invited the students to ask questions so as to clear any doubt or to re-explain if the concept is not understood.

I noticed one boy was sleeping! Raman also noticed it and he came next to him and gave him a soft slap on his cheek to awake him up! May be the student realised that he is in the class room, he looked around and said to Raman: "Sorry Sir! I did not sleep in the train. I travelled standing from my village as there was no seat in the train compartment".

Raman said: "It's O.K..... I understand you! Try to catch up what you've missed in this lesson".

As there was no question asked by students, he asked them to study to-days re-explained topics as home work. The students made a request to Raman to extend the assessment day which was to be held during this week. He kindly accepted with the condition they do the given home work.

The next day I was surprised to see only eight students present in the class. I observed that two new students were in the class. The class became active with the intervention of Mukesh and Balram. Now, the

students seemed to be well aware and understood the Indian President's role and his importance in the Indian context.

Mukesh then asked Raman : "Sir, will you please tell us how the Indian Constitution was made?"

Raman corrected Mukesh's saying: "A Constitution is not made but it is written. Tell me Mukesh, what are the things your parents do not allow you to do at home ?"

"Well Sir, not to lie....not to go out ---- no late night with friends?"

"Has your Dad given you in writing?"

"No sir! My brother and me, we follow Dad's order since childhood."

"Balram, do you have any rule and regulation to follow at school?"

"Yes Sir! When we took admission in this school, my parents were given a small booklet. In it the 'Colonel Ganj Intermediate School's' rules and disciplines are written. My parents were reading them to me every day till I happen to practice them without being told by my parents and school administration!"

"Well, well! Dear students this is the way disciplines or rather rules at home are practicedwe call it "tradition" while at schools or in other business activities written rules and regulations are practiced! This is called **Code of Ethics** or **Administrative document**. For a country it is called **Constitution**. The population and all institutions of this country have to follow the rules and regulations written in form of Articles in the Indian Constitution. Is the explanation clear?"

"But Sir, who wrote the Indian Constitution?" Ramesh asked innocently.

"It's a very interesting question Ramesh! We've to go back to the standard 8 or 9 Civics lessons class.... Let's see who rememberthe name?"

Umade: "It's B.R. Ambedkar, Sir."

"Chaabash (Well said) Umade! BR Ambedkar was the chief architect of drafting the Constitution of India." I could see a brief smile on Ramchandra face.

It made me reflect that these students are not boring as I had the first impression yesterday. They increased my interest to follow the civics class as the students are interacting freely with their teacher. It seems that Raman as well is enjoying these instances with his students.

In a conversation after the class Raman explained that majority of the students attending the class yesterday came from another class. He told me not all students come regularly to follow all classes. These Grade XII students will be taking part for the State Board Exams and they bunk the classes for coaching classes. I made me realised that is why during my coming to this school, I could see many youngsters queuing up at several buildings in the town and nearby the shopping centres in the very early morning around 6:30 -7:00 a.m. Raman told me these are private Coaching centres who run private classes for the UP (Northern State) Board Exams. He further added that they also coach students for pre-medical or engineering university admission exams. These businesses make massive profits by charging high fees which are flourishing side by side with formal education institutions.

After a gap of two periods I went to meet Mrs Medha so as to follow her Civics class of Grade XI . I was very much keen to observe her Civics class as the Principal, Mr M K Singh told me to follow her class as well. I thought I will meet her in a class room but to my surprise she was sitting in the science teachers' office with two students. When I entered the office, she was taking the students' attendance. She told one of the students to tell their classmates to be regular at school if not their names will be removed from the register. She gave one student a written sheet of paper and asked him to write the names from this paper in the register book. I asked her how many students are in Grade XI class. She told me 30 students are enrolled and next year they will take part in the UP Board Examination. She explained to me that for the Intermediate Examination students need to score the good marks so as to get seat in the Universities.

I felt Mrs Medha read my mind as I was going to enquire why only two students were present. She told these days during monsoon season most of the students who lives in the villagers take time to come back to the school once they go back home to their villagers. Many of them stay home to help their parents at work in the fields. Mrs Medha allowed me to talk to the two students who were present. They told me that they stay in the Allahabad town. They added many of the students are having viral fever which was prevalent these days. Automatically my eyes turned towards the school yard which I could see from the class I said to myself "No wonder" --- stagnant water and mosquitoes! I realised I have to buy 'Odomos' cream --- mosquitoes repellent cream from the drug store which is nearby this school while going back to the hotel. I was thinking I need to stay healthy to complete the research work.

The coming days I was more careful with the mosquitos' threats inside the class rooms and around the flooded yard. There were days when I had to be careful while entering Raman class room as after rainfall the water level rose up to the class room threshold. My high heel shoes were wet and at times I had to pull up the

pant or salwar (Indian dress) to enter the class room. It was annoying when at times mosquitoes are flying in the room but I realised I have to continue with my research work!

As it was the assessment week, Raman waited for five minutes as the students were coming in the class. Then he wrote the questions on the black board which students needed to complete in 35 minutes. It was complete silence in the class and the students were busy writing the answers. It was a very ceremonial moments and I sat with them for 10 minutes with the notion of not disturbing them at work. Next day Raman came in class with the corrected papers handed them their work so that they can see the mistakes and marks they have obtained. He called the students one by one to his desk and he commented on their performance individually. Many of them work satisfactorily and encouraged others to do their work seriously as they are preparing for the forthcoming Board examination! Raman talked to students who were regularly absent because their performance was not satisfactory!

The NCC activity is part of the school culture whereby students are selected by the NCC officers' every year. When I came back to Allahabad in June 2017, the rainy season has not started and travelling around the place was comfortable and easy. One day I reached the school quite early and I witnessed the NCC officers had come to select new students to join this club. The students were examined for their physical fitness by running several rounds in speed in the school yard. I realised that I reached Allahabad before the monsoon this year and I could see the school's green yard and the students have enough space to park their bicycles. I stood at the school corridor and observed the Officers dressed in their NCC uniforms which give them that dignified patriot grace.

I remembered last year 2016 when I was in Allahabad, the monsoon season had already started. During that time, one day I reached very early at Colonel Ganj Intermediate School, I was amazed and I admired the way students were having the training class in the main road by NCC officers forty minutes before the school assembly. I then realised the school yard was flooded with water that is why it was essential to used the street adjoining the school the school gate because before 7.00 a.m there is less traffics in this street. I had also witnessed these students in their NCC uniforms preparing the ground for tree planting ceremony for the Rotary Club executive members of Allahabad in the school yard.

During a conversation with a student of Civics class, he told me last year the NCC senior students visited the flood affected disaster families. They talked to them and distributed eating provisions and bottles of drinking water that the parents-teachers association have funded via the Colonel Ganj Intermediate School.

In general I notice that the Colonel Ganj Intermediate school culture is well defined. I further observed the school's morning assembly is mandatory to be attended by the staff members and students in the school premises or when is raining or if the yard is flooded with water, students are gathered in the school's corridors. Something unusual strikes my mind as the senior students sang the school's motto in the drill movements.

As Mrs Medha was appointed to work with the Grade XII, five students of Raman were repeaters in her class and they had difficulty adjusting with her style of teaching. They often disturbed her explanation of civics topic and asked her questions when they do not understand the explanation. She felt bad. In a conversation she told me that these students do not adapt to her way of teaching and they disturb her by asking questions. I understood through my observation that both the civics teachers differed in dealing with the students, teaching pedagogy and managing students' behaviours in the class. I was also very much surprised to see Medha having a proper classroom with 15 students present regularly her class.

In another circumstances I learnt that Raman has filed a case to the court as his right to be promoted as "lecturer" in this school was not considered.

One thing I learnt from Medha is that she is a very proud mother whose two sons are employed in the Indian army to serve the country. During an interview with the Rector, Mr. KM Singh also told me that his son is posted in the army. Thus he encourages students to be trained in the NCC club whereby they can get an additional qualification to have a job in the Indian army or related jobs opportunities. Two students of Raman told me that their brother and uncles are also working in the army. During my contact to Raman via the phone to clear few missing points of my research work, I also enquired about his previous 12th grade students. He told me they have passed the UP board exams and many of them are following graduation course in different Universities of the country while others have taken a job or working in their family businesses. I found it very interesting because may be now these youths have a secured future.

Assumptions and goals

Based on the teaching-learning activities of Raman Civics lesson, the following assumptions came forwards:

- Understanding the importance of the country's Constitution, its content, respect and its proper use at the national and in all the Indian Institutions.
- Study the term "democracy" and the key role of Indian citizens in the governance of India.

The fundamental assumptions that Raman had while teaching Civics subject was first of all students should learn about the elements of citizenship and follow the constitutional rights as per the prescribe in the school curriculum. Secondly, the Indian Republic is the world known democracy practiced country which is an essential virtue which has to be learn and practice in all sphere of a citizen's life.

In an interview Raman claimed that through the philosophy of democracy stands the base of teaching civics subject. His students should learn the Principle of civics and the Indian Constitution & Civic life skills via the past and present events. He believes that his students understand about their rights and learn how the government and administrative systems function and when it becomes untruthful how the citizens react and what they do. Raman says his teaching of civics is guided by the basic assumption to develop the ideal of a good citizen chartered in the Indian Constitutional laws which provide them security, give them potential ability to participate and be an active citizen in all sphere of life. These actions show their sense of belonging in the society and they develop the sense of patriotism.

In the same way, these fundamental assumptions guide Raman goal of teaching civics. His first aim was to make the students understand and foremost to respect the Indian national institutions and its symbols which are vast and diverse in languages, customs, traditions, casts, religions and beliefs. All these great heritages they have got from their forefathers who need to be safeguarded and practice with a broad sense of patriotism.

During the teaching observation in 2016, I remember students asked Raman about why the Indian population were not informed about the "Surgical Strike" operation of the Indian army inflicted in the Pakistan border? It was an important issue at that time. Raman felt it was right that his civics students felt concern about trying to understand how the present government is acting and taking decision on national issue like this one without informing the population. They wanted to know whether the Indian President knew about this government- Indian army plan. Is democracy prevailing in India?

All this doubtful questions was recently made clear by Mr. Modi, the Prime Minister of India recently during a meeting with the Indian population in UK. He explained that this "Surgical Strike Operation" was kept secret as the Indian army attacked the "terrorists" in the Indo-Pakistan border. Just after the strike the Pakistan government was informed as well as the media !

This leads to the second goal of Raman that of transmission of knowledge in a democratic state of governance to the citizens and its institutions. I remembered during one class, Raman was explaining about different forms of democracy that exist and practice. One student interrupted him and asked "But Sir, when we don't like the government can we change it?" Raman said that India is a democratic state or government which is formed by the choice of the population and for the population by the voting system.

IV. Pedagogy

The educational system at the Colonel Ganj Intermediate School does not have a fundamentally rigid rule towards its approach to pedagogy, I observed during my visit during the years 2016 -2017. Raman says that it has been realised that both the citizens as well as the students should seriously study this subject because it is essential for a successful working of democracy. The pedagogues teaching this civics subject have used different methods because each method used has its own significance and value. I observed Raman very often referring to the historical and recent events to make students understand about failure of an institution in the past. As an example when he wanted to explain the prerogative of the Indian President, he cited how at different political or social crisis in Indian how the past Presidents used their power to ease the situations or brought a solution.

He also used the comparative method of Aristotle. He compared the different constitutions of the world before drawing his conclusions about the rights and privileges enjoyed by citizens in different parts of the world and also their duty towards the states. This method was also used by Bryce and Montesquieu for arriving at their conclusions. At times Raman wrote important notes on the black board. But most of the times students were without exercise copy or book.

After completing civics class, they take their bicycles and leave the school premises for home or private tuition.

Raman also encouraged students to voice out their opinions when it is needed. He organised a class debate on "**advantages v/s disadvantages of a democratic government**" which was interesting and nearly all students of Grade 12.

Students were teamed in two group of six which highly involved all of them. The class was turned to a parliament session and the debate was conducted by Rama. It was highly appreciated by the students though in between students forgot the points to be discussed. He encouraged his students to follow the Indian

parliamentary debates and the televisions (both public & private channels) socio-economics discussion or debates programmes so as to broaden their knowledge and to develop a critical awareness.

After completion of one topic of civics chapter Raman gave the students an assessment to check students' understanding of the civics lesson concept and writing skills. If the answers are wrongly written he explains again what is wrong and help students to formulate the answer. This attitude of his shows the full devotion to help students reading and writing the civics subject.

These pedagogical strategies were carefully used in the teaching – learning activities with circumstances arose to make students understand the civics ideal clear and specific in their minds even it took few extra classes to teach and re-explain the same topic. This shows Raman full involvement with a specific aim to see his students complete their Intermediate Examination successfully with high marks so as to get admission a prestigious University. But he felt sad to say that he knows not all of them will do higher studies May be they will join family business or help parents in farming in the villagers. But whatever be, he told the students that they should take advantages of the correspondence, in-service or part times studies which various Indian Universities are providing them. This is what I heard him advising during a conversation with them in the class.

National curriculum standard

The Board of High School and Intermediate Education in Uttar Pradesh (Northern State) is administrated by the Uttar Pradesh government since 1921. The Education department of this board conducts the standard 10th (High School) and standard 12th (Intermediate) level examinations respectively. These examinations take place annually and simultaneously all over the state of Uttar Pradesh. Before 1921 the examinations were conducted by the Allahabad University, Allahabad.

I observed the way the Civics subject curriculum and its textbook contents are formulated in a way to awaken the mind of the youth. It is way to develop the sense of true patriotism. The schools are using the latest syllabus which has two papers: 1st Paper deals with “Principle of Civics” and 2nd Paper has “Indian Constitution and Civic life”. Any citizen can study this subject and have knowledge about their fundamental rights and Indian system of governance according to the Indian Constitution. Raman once told his students to read about the rich history of India in the struggle with many foreign powers settled in the country before the Indian Independence. But the education system still needs to be modernized in this state and new technological tools used in the mass media and transport systems should be made available as well. During one class a student rightly pointed out “Are we still going to do continue with rot learning? See in the southern and other states of India the education system is fast modernizing!” **

During my visit to this school I observed the youth are very much aware of the country delimitation. But they are angry when their Prime Minister of India, Mr. Narendra Modi is projecting very positive image of India in foreign countries when in the country so many crimes in the names of religions lynching, farmers' suicides, ganged-rape and the students at the N-Delhi & Chennai Universities are being ill treated during positive rallies to make their voices heard. Are we in a democratic government?” during debate session one student remarked.

In fact as a teacher of Civics subject, Raman believes the curriculum content is too bulky as per majority of the students are very always absent from school will not be interested to study this subject on their own. In this northern state, schools are still kept far from the latest technology! It has yet to be introduced in the classrooms; teachers are still using the traditional black board and chalk. One positive aspect is that teachers are feeling more secure at job as the central government is paying their salary.

V. Discussion

With these various ideal concepts formulated in the Civics subject curriculum regarding citizenship, role of the Indian President of India in a democratic government and use of traditional methodologies in the Uttar Pradesh State as mentioned above, the findings reveal that such conception naturally influences Raman teaching lessons. The Government's educational goals, pedagogies disposal and learning, assessments methods as well as the skills used, knowledge and values were advanced by the teacher as a curricular-instructional gatekeeper (Thornton, 1991). Raman in this sense had the main role to frame this conception of citizenship in the minds of his students throughout his teaching-learning activities.

Based on the empirical data obtained during my observation of Raman at work with his students I found it as a theoretical stance which demonstrates a concept of citizenship. This conception further more developed into an ideal type of civic education. These teaching-learning activities and the additional skills in the social works; it displays their humanitarian facets that enhanced into a theoretical discourse in both the social studies and political science field of studies. In this way the research traditions of ideal types and grounded theory can be combined to create a theoretical insight. Raman teaching the civics subject with the combination of practical NCC social works as an ideal type can be helpful in this particular case at Colonel Ganj Intermediate School and at the larger social contexts and implications

. Followers of these ideal types tend to see citizenship in democratic governance as a legal contract between the state and the citizens. This is one of the assumptions that stands as the basis of “democracy” that Raman explained to his students in the classroom. Secondly a good citizen should be able to participate in the social and political activities because the society is composed of individuals. Thus civic education should develop this role and as a true patriot individual takes part in the public sphere (Nie, Junn & Stelik-Barry, 1996). To carry out these ideal the intellectual and practical tools are needed in a democratic state (Laury & Vanantwerpe, 2006) so as to be independent and responsible citizens to willingly contribute to the national goal (Ben Porath, 2007).

In order to fulfill these goals a *pedagogical approach* is needed to acquaint the students with the basic political concepts, constitutional rights and order and the other topics prescribe in the Civics education syllabus for the Uttar Pradesh State. The teachers teaching this subject will dictate or write the meanings of these concepts as building blocks and also use the primary resources that are available to clarify the meaning in their respective schools. Students need to be motivated to voice out when the government is doing wrong and not to rally for the wrong cause.

The economist Hirschman (1970) explained that his findings in the typology of citizenship which is based on the methodology of ideal types can be applicable to other voluntary associations or political parties. Hirschman’s explained that when an organization is declining in performance, the citizen has two options either first *to exit* or secondly *to voice out* --- to express their concerns within the organization.

The insight of this ideal in Raman context of Intermediate school is not possible because students have to follow the school’s rules and regulations but at the University level it is highly practiced for example children and gang- raped cases & recently students at the New-Delhi & Chennai Universities did *voiced out their cause* which were unsuccessful. It was successful in the case of Muslim Ladies with a national debate on “Triple Taalak”---- these are ‘Words’ used by Muslim men for “*Divorce*”.

But, in India “*To voice out*” is a frequent measure used to protest for a cause.

In conclusion, once the curriculum is set by the Education department of the Northern State Board Examination (UPBE), Allahabad, India, the teachers can decide what methodology to be used to impart knowledge and concept of Civics Education. The teachers are in contact with the students. They perceive their students and by understanding them, they can decide what pedagogy and when they will be using it to promote for the conception of citizenship.

Due to these contextual factors, Raman has been teaching students as from Grade 7 to Grade XII of Colonel Ganj Intermediate School. He saw them grown up as mature teenagers and gentlemen who will now participate for the Intermediate Examination.

In order to advance the civics subject syllabus in time, the latest technology needs to be available urgently and facilities enhanced by the school the government will aims to promote the conception of the Indian citizenship.

During one lecture I listen to Raman addressing his students learning civics subject and others already in the NCC to start practicing social voluntary services to serve their country. The students have shown enthusiasm via the National Cadet Core (NCC) they can help the needy populations who are in distress. They also learnt to work in cooperation with Allahabad Rotary Club to plant trees in their own school yard to prevent accumulation of flooded water and prevent the proliferations of mosquitoes for a healthy environment. These students have been showing their responsibilities at various stances and it is clear they have learnt about the civic life awareness. I presume that when they have opportunity and disposition they can be of help in the socio-economic and cultural activities. Who knows they can be the future leaders of the Uttar Pradesh (Northern State of India)?

Implications

Based on the above discussion and the methodological aspects used in this study, it is very important to motivate the teachers in their teaching-learning activities. They need space to reflect on the context they are teaching and more especially with the students they are going to teach civics education. It is very important to be aware about students coming from different family status, socio-economic backgrounds and environments in India. Students need to be cared psychologically, sensibly, emotionally, approach them tactfully so as to understand them better, to motivate and to counsel them to study for a secured future.

Teachers as well as school personnel’s need to be giving in-service workshops or trainings to boost them with new pedagogical tools and methods so as to attract students to be more present at school. Students’ educational outings and fieldwork activities with their teachers should be encouraged to motivate them to learn by exploring their environments; in Allahabad itself, there so many places and institutions that can be exploited

for the civics class visits for example Nehru Museum, Forts at the Ganga-Jamuna rivers, Historical garden or the Allahabad University or the prestigious Allahabad High Court.

It is also essential to expose civics teachers and students to such typologies of citizenship and to reflect upon various models of civics education issues. Banks (1993) who is a prominent scholar of multicultural education rightly expressed “typologies are helpful conceptual tools because they provide a way to organize and make sense of complex and disparate data and observations”.

As an outcome of this perception, the teachers teaching civics lessons have greater perspective teaching their students in the classroom as they are prepared to tackle any type of situations with the available resources at hand or the provisions made gradually by school administration. It is at this point of time, as educators we learn what methodology to use and the use of ideal types. Pedagogical strategies in this subject is worth noting because with practical insights “good cases” approach (Hess, 2002, p.15) help to put in use the ideal types in different types of educational settings like *dictation of meaning* of political or constitutional terms; *use of concrete daily examples*; *currents events classroom debate/ discussion* that Raman have used at different times in the teaching –learning process.

It is also important to note that “*student-relevant pedagogy*” is another strategy that connects student’s own or member of family experience with the content of the civic lesson being taught. In this way the student have a clear and concrete comprehension with the topic explained by the teacher. An example I observed when Raman was explaining students having the experience in NCC is an extra qualification for an appointed for the army post. Student Balram denied this fact in the class to Raman. He said he stopped joining the NCC activity because his brother was also an active NCC club member did not get the post in the army because he belongs to a low caste.

Teacher as a model could be the next immediate example in the civics education pedagogy. Teachers should play this role all the time as teenagers look for model in a hero, parents, great personalities, sport figures and so on. Memories of the teachers who have inspired or motivated one way or the other are remembered for ever. Raman also saw himself as an educational role model. In an interview he said that he is conscious the students are monitoring his every behaviour and action. He wants to continue maintaining a behaviour that reflects a model that promotes a positive image as a civic teacher. Many students of the Colonel Ganj Intermediate School remembers that he is fighting for a right cause at the Courts for not being promoted for a lecturer post in this school. He believes that with such action he wants his students to understand that he is fighting for a right cause! Constitutionally it is Raman right to demand justice from the law.

He believes that his actions convey the feeling of respect towards his students that is why he said “I am always in time in the class. I try to complete the syllabus in time. I like to be friendly with them and never talk rudely to my students”.

VI. Conclusions

This paper is written with the purpose to document a “qualitative case study” research study on *Civics Education* in an Intermediate School in the Northern State of India. It is presented in the tradition of grounded theory and the use of ideal types. The data obtained from the civic lessons in a classroom context and with the minimum available resources construct an important insight of democracy. This can be used as a useful tool to further investigate teaching-learning activities of Civics subject and understand individual’s perceptions and feelings in a particular context.

This study is fully a data- driven research in a context where no latest technological devices like power point, visual aids, audio or computer are used to facilitate teaching-learning activities. But even though, I observed the rich and original data that generated with the sincere interactions from both the teacher and his students in a given context.

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Bamantee Mohit. “Case Study of Civics Education” *IOSR Journal of Research & Method in Education (IOSR-JRME)* , vol. 8, no. 5, 2018, pp. 22-31.