Core Structure of Government in Pakistan

The government of Pakistan is structured into three main branches, each with distinct roles and responsibilities. This separation of powers is essential for maintaining a balanced and functional government.

A. Executive Branch

➔ Prime Minister:

  -> **Role**: The Prime Minister is the Head of Government and holds the title of Chief Executive of the Republic.

  -> **Responsibilities:**

   - Leads the executive branch and oversees the implementation of laws and policies.

   - Manages economic growth and development initiatives.

   - Directs internal and foreign policy decisions.

   - Heads the Council of Common Interests, which addresses issues between the federal government and provinces.

   - Commands the nuclear arsenal, holding significant national security responsibilities.

  -> **Appointment**: The Prime Minister is elected by the members of the National Assembly through a voting process.

  -> **Cabinet**: The Prime Minister is supported by the Federal Cabinet, which consists of ministers, state ministers, and advisers. Cabinet members are appointed by the President on the advice of the Prime Minister.

➔ President:

  - **Role**: The President serves as the ceremonial Head of State and acts as a figurehead in the government.

  - **Responsibilities**:

   - Acts as the civilian Commander-in-Chief of the Armed Forces.

- Is kept informed by the Prime Minister regarding internal and foreign policy matters.

- Has the constitutional authority to grant pardons and reprieves.

- Consults with the Prime Minister for military appointments, which require the Prime Minister's approval.

- **Limitations**: The President does not have the authority to run the government directly, ensuring that the Prime Minister and the elected legislature hold the primary governing power.

B. Legislative Branch (Majlis-i-Shoora)

- **Structure**: The legislative branch is bicameral, consisting of two houses:

- Senate (Upper House):

- **Composition**: The Senate is composed of members elected by the provincial assemblies, providing equal representation from each of Pakistan's four provinces.

- **Term**: Senators serve staggered terms, ensuring continuity within the legislative process.

- **Powers**:

- Participates in the legislative process, capable of initiating and passing legislation (except for finance bills).

- Cannot be dissolved by the President, providing stability.

- The Chairman of the Senate can act as interim President if the presidential office becomes vacant.

- National Assembly (Lower House):

- **Composition**: Members are elected through universal adult suffrage, with seats allocated based on population. There are reserved seats for minorities (5%) and special seats for women (50+).

- **Term**: Members serve a five-year term unless the Assembly is dissolved earlier.

- **Powers**:

- Holds exclusive authority to approve the federal budget and finance bills.

- Initiates legislation on various issues, subject to the Senate's approval.

- Represents the electorate, making it a crucial component of democratic governance.

C. Judicial Branch

- Hierarchy of Courts:

- Supreme Court:

- **Role**: The Supreme Court is the highest court in Pakistan, serving as the final arbiter of legal disputes.

- **Jurisdiction**: It has original, appellate, and advisory jurisdiction, addressing constitutional matters and significant legal questions.

- **Appointment of Judges:** The Chief Justice is appointed by the President, while other judges are appointed after consultation with the Chief Justice.

- **Tenure**: Judges serve until the age of 68, ensuring experience and stability within the judiciary.

- Provincial High Courts:

- Serve as the highest courts within each province, handling appeals from lower courts and significant legal matters.

- District & Sessions Courts:

- Handle civil and criminal cases at the district level, ensuring access to justice for citizens.

- Civil and Magistrate Courts:

- Address specific civil and criminal cases, functioning as lower-tier courts within the judicial system.

- Federal Shariat Court:

- **Role**: This court examines whether laws comply with Islamic Shari'a law.

- **Composition**: Composed of 8 judges, including 3 Ulema (Islamic scholars), appointed by the President after consulting the Chief Justice.

- **Function**: Ensures that legislation aligns with Islamic principles, reflecting Pakistan's identity as an Islamic republic.

Conclusion

The core structure of the government in Pakistan is designed to ensure a balanced distribution of power among the executive, legislative, and judicial branches. This framework aims to uphold democratic principles while accommodating the country's unique cultural and religious context. Each branch plays a vital role in governance, contributing to the overall function and stability of the state.

Cyber Security and Ethics on Social Media

Introduction

- Cyber Security Importance: Cyber security is essential in protecting sensitive information from unauthorized access and breaches. As technology evolves, the need for robust security measures becomes increasingly critical.

- Social Media Risks: The rise of social media platforms has transformed communication but also introduced vulnerabilities. Users and organizations must navigate the balance between connectivity and security.

Key Points

- Data Security Focus: Organizations are prioritizing the protection of their data assets. This includes implementing security protocols to safeguard against breaches and unauthorized access.

- Digital Data Storage: The trend towards digital data storage has increased the volume of information that needs protection. Organizations must ensure that their digital assets are secure from cyber threats.

- Cyber Criminals: Cyber criminals exploit vulnerabilities in social media and online platforms. They target users through various methods, including phishing and identity theft.

Conclusions

- Insider Threats: A significant portion of data loss (80%) is caused by insiders, highlighting the need for internal security measures. Organizations must be aware that threats can come from within as well as outside.

- Security Models: To effectively protect data, organizations must develop security models tailored to their specific business processes. This involves understanding the unique risks associated with their operations.

- Advanced Security Scope: Organizations should aim for an advanced level of security that addresses both internal and external threats. This includes regular assessments and updates to security protocols.

- IT Dependency: Businesses increasingly rely on IT tools to provide services and access to information. This dependency necessitates a focus on secure IT practices to protect sensitive data.

- Technology Assurance: Security technologies must be flexible and interoperable, ensuring they can adapt to changing threats. Assurance of security in products is vital for maintaining trust.

- Ethical Guidelines: Developing ethical guidelines is crucial for addressing ongoing changes in security issues. Organizations should establish clear codes of ethics that reflect their values and commitment to security.

- Variability of Ethics Codes: Different professional organizations have varying codes of ethics, which can impact how security practices are implemented. Organizations should align their practices with industry standards.

Cyber Crime Overview

- Definition: Cyber crime involves using the internet or computers to commit illegal activities. It encompasses a wide range of offenses, including fraud, identity theft, and data breaches.

- Prevalence: A survey indicated that over 6 million cyber crimes were reported last year, with individuals being increasingly vulnerable due to their reliance on technology and social media.

- Fraud: Fraud is the most common type of cyber crime, with individuals being ten times more likely to fall victim to it than to traditional theft.

Major Types of Cyber Crimes

- Phishing: This involves tricking individuals into providing sensitive information, such as credit card details. Phishing emails often contain links to fake websites or malware.

- Identity Theft: This crime occurs when someone unlawfully obtains and uses another person's personal information, often for financial gain.

Conclusion

- Cyber security is a critical concern for individuals and organizations, especially in the context of social media.

- Organizations must adopt comprehensive security strategies, including tailored security models and ethical guidelines, to mitigate risks associated with cyber threats.

- Continuous education and training for employees are essential to ensure they understand their roles in safeguarding information and responding to potential threats.

Organization

Organization is the arrangement of people to help achieve agreed-upon goals by assigning functions and responsibilities.

Organization is a group of people working together in a coordinated way to achieve a common goal.

Principles of Organization

Hierarchy: The chain of command where higher levels control lower levels within an organization.

Span of Control: The number of people a manager supervises.

Unity of Command: An employee should report to only one supervisor to avoid confusion (according to Henri Fayol).

Integration vs. Disintegration:

- **Integration**: Connecting parts of the organization under one manager or department.
- **Disintegration**: Breaking the organization into smaller, often independent parts or groups.

Delegation: Assigning authority from higher levels to lower levels to help with organizational tasks.

Centralization vs. Decentralization:

- **Centralization**: Concentrating decision-making authority at the top.
- **Decentralization**: Distributing decision-making authority among various individuals or units.

Organization of Federal Government in Pakistan

- **Rules of Business-1973**: Defines how ministries, ministers, and secretaries operate and manage federal government tasks.
- **Central Secretariat**: Includes ministries, divisions, attached departments, subordinate offices, and autonomous/semi-autonomous bodies to manage federal matters.
  - **Ministry**: A main unit that oversees specific government functions. Headed by a Cabinet Minister, with an administrative Secretary in charge. Ministry formulate policies and ensure their implementation.
  - **Division**: Similar to a ministry, but it might have a smaller scope. It is managed by a Minister for State, with a Secretary or Additional Secretary handling administration.
  - **Attached Department**: Directly linked to a ministry or division, assisting in policy formulation and execution. Controlled by the ministry or division.
  - **Subordinate Offices**: Field offices under attached departments, handling specific tasks and reporting to an administrator or Director. They are responsible for the execution of all the filed activities of attached departments.
  - **Autonomous/Semi-Autonomous Bodies**: Operate independently within sectors like Finance, Education, and Banking to make quick decisions and decentralize authority.

Transaction of Business at the Federal Level

- **Prime Minister**: At the top, responsible for overseeing the federal government and managing its functions.

- **Federal Minister**: Assists the Prime Minister in developing public policies.

- **Secretary**: Senior civil servant in charge of a ministry or division. Supports the Minister in policy-making and keeps them informed about the ministry's work.

- **Additional Secretary**: Senior civil servant who assists the Secretary. Sometimes in charge of a division and performs similar duties to a Secretary.

- **Joint Secretary**: Works under the Additional Secretary. In a ministry, they are at the third level of the hierarchy; in a division, they assist the Additional Secretary as the second in command.

- **Deputy Secretary**: Manages a group of sections within a wing of a division or ministry.

- **Section Officer/Under Secretary**: Manages a section and oversees its staff, including assistants, clerks, and record keepers. They are at the lowest level of the administrative hierarchy.

Provincial Organization in Pakistan

The structure of provincial governments in Pakistan is similar to the federal level, with a provincial secretariat and attached offices, adjusted for provincial needs.

- **Chief Minister (CM)**: The highest authority in the province, leading the provincial cabinet and overseeing provincial ministries. The Chief Secretary is the CM's main staff.

- **Chief Secretary**: The senior civil servant and head of the provincial secretariat. Each department under the Chief Secretary has a team that includes a Secretary, Additional Secretary, Deputy Secretary, and Section Officer, who manage the department's work.

Right to Vote & Importance of Political Participation & Representation

Political participation involves actions taken by ordinary citizens, directly or indirectly, to influence decisions made by the government, such as the selection of leaders or making policies.

In **liberal democracies**, voting in elections is one of many forms of political participation. The structure of political institutions, like the party system, has a clear impact on how people participate in politics.

In a **totalitarian model**, citizens are generally involved in politics only when the state mobilizes them to implement decisions that have already been made. Such as the system of education, the arts, the sciences, and the private-life morality of the citizens. The totalitarian government controls most aspects of human life.

Five Political Participatory Modes:

1. **Appeals**: Citizens request action or change from the government through petitions, letters, or meetings with officials.

2. **Adversarial Activities**: Citizens challenge the government through lawsuits, or campaigns to push for change.

3. **Cronyism**: Citizens use personal connections or gifts to gain favors from bureaucrats.

4. **Resistance**: Citizens resist government policies by slowing down work or organizing groups to oppose leaders and their decisions.

5. **Protest**: Citizens organize rallies to publicly express their disagreement with government policies or leadership.

Political Efficacy:

- **Internal Efficacy**: It is the citizens' trust in their ability that they can understand and influence political affairs.

- **External Efficacy**: It is the citizens' trust in their government that they will respond to their citizens' demands and actions.

Introduction to Human Rights

Every person has dignity and value. We recognize the fundamental worth of every person by acknowledging and respecting their human rights.

"Human Rights" refers to a set of legal and moral rights that belong to every person simply because they are human. These rights apply to all people, everywhere, regardless of race, color, gender, language, or opinions.

Human Rights

Human rights are principles focused on equality and fairness. They recognize our freedom to make life choices and develop our potential. These rights ensure we can live free from fear, harassment, or discrimination.

Broadly, human rights include essential rights agreed upon worldwide, such as the right to life, fair trials, freedom from torture, freedom of speech and religion, and access to health, education, and a decent standard of living.

Human rights are universal, inalienable, and protect human dignity. The Universal Declaration of Human Rights (UDHR) in 1948 by the United Nations outlined 30 articles on human rights.

In Pakistan, the 1973 Constitution guarantees fundamental rights like freedom of speech, thought, religion, press, and assembly. This framework enables the government to adopt international human rights conventions and treaties.

Universalism

Universalism is the idea that human rights are universal and apply to everyone, regardless of culture, religion, or political systems. Universalists believe that these rights and freedoms are inherent in the dignity of every person and should follow a common set of ethical standards acceptable to all cultures, religions and political systems. They argue that humanity itself is the source of these rights, and cultural differences are irrelevant to the validity of moral rights.

Relativism

Cultural Relativists, on the other hand, believe that human rights are shaped by cultural contexts, meaning no single set of moral principles can apply to all cultures, rather they are culturally dependent. They argue that the Universal Declaration of Human Rights (1948) reflects Western history and values, with roots in events like the Magna Carta (1215), the French Revolution (1789), and the American Bill of Rights (1791).

Human Rights in the Constitution of Pakistan

Human rights in Pakistan are influenced by the country's diversity, large population, and its status as a developing Islamic democracy, combining both Islamic and secular law. The Constitution of Pakistan provides fundamental rights such as freedom of speech, thought, information, religion, association, press, and assembly. It also allows for the conditional right to bear arms.

The Constitution guarantees:

- An independent Supreme Court

- Separation of the executive and judiciary

- An independent Human Rights Commission

- Freedom of movement within and outside the country

However, many of these rights are not fully respected in practice.

Key fundamental rights under the Constitution include:

- **Right to Life**: No person can be deprived of life or liberty except by law (Article 9)

- **Protection against Arrest and Detention**: Arrested individuals must be informed of the reasons and have the right to legal counsel.

- **Right to a Fair Trial** (Article 10A)

- **Prohibition of Slavery and Forced Labor**: No child under 14 can work in factories or mines.

- **Protection against Retrospective Punishment**: No one can be punished for an act that was not a crime when committed.

- **Protection against Double Jeopardy and Self-Incrimination**

- **Freedom of Movement**, **Assembly**, and **Association**

- **Freedom of Trade, Business, and Profession**

- **Freedom of Speech**

- **Right to Access Information** on public matters (Article 19A)

- **Freedom of Religion** and protection of religious institutions

- **Safeguards against Religious Taxation** and **Discrimination in Education**

- **Property Rights**: The right to acquire, hold, and dispose of property in any part of Pakistan.

- **Equality for All Citizens**: No discrimination based on sex or other factors.

- **Free and Compulsory Education** for children aged 5 to 16.

- **Equal Access to Public Spaces**

- **Protection from Discrimination in Employment**

- **Cultural Rights**: Citizens have the right to preserve their language, script, and culture.

Constitutionalism and the Democratic Process

Definition
Constitutionalism refers to a political system that is based on a supreme law (the constitution), which can only be changed by the will of the people or their representatives. It involves the rule of law,

separation of powers, checks and balances are observed and prioritizes the rights and development of citizens.

Constitutionalism

It involves two key principles:

1. **People are supreme to the government**: The constitution represents the will of the people.

2. **People control government decisions**: Citizens have a say in the governance process.

In simple terms, constitutionalism requires democratic governance, where citizens freely choose, participate, and are represented in government without interference.

Democratic System

A democratic system allows people to choose their leaders and government through participation.

However, Pakistan's democracy faced challenges after independence due to weak political parties, political instability, and conflicts between civilian and military authorities. These factors led to military takeovers and the enforcement of Martial Law at various times in the country's history.

Democratic Governance and Human Rights Protection Framework:

1. **Review electoral laws and processes** to build trust.

2. **Continuously update voter registration** to ensure all eligible citizens are registered and able to participate in elections.

3. **Engage in Social Mobilization (public awareness campaigns)** to enhance citizens' understanding of the rule of law, constitutionalism, and democratic governance, fostering a stronger relationship between the people and the State.

Current Human Rights Issues in Pakistan

1. **Extrajudicial Killings**: These are illegal killings by law enforcement without due process. Despite being condemned by the Constitution of Pakistan and the UN's Universal Declaration of Human Rights, they remain prevalent.

2. **Custodial Torture and Deaths**: Custodial torture and deaths are banned by national and international laws, but these are routine methods used in Pakistan to extract information from the accused persons.

3. **Political Violence**: Political violence emerges from power struggles, lack of democratic culture within parties, and misuse of authority, which are the causes of instability and human rights violations.

4. **Corruption**: Corruption undermines the rule of law and denies justice to ordinary citizens, as the powerful often escape legal consequences.

5. **Freedom of Media**: While the Constitution protects freedom of speech and the press, media in Pakistan faces restrictions, failing to meet the vision of its founder, Quaid-e-Azam.

6. **Border Killings**: People living in border areas, often crossing for work, are frequently killed by border forces, adding to their hardships.

7. **Violence Against Women**: Women and girls are often victims of violence, both in public and private settings, due to traditional and legal structures.

8. **Freedom of Assembly and Association**: Although guaranteed by the Constitution, restrictions are sometimes imposed on public gatherings, citing traffic or security concerns.

9. **Workers' Rights Violations**: Workers' rights, including fair wages and safe working conditions, are often ignored. Strikes and protests lead to tensions between workers and employers, creating conflict.

Civic Responsibilities

Civic responsibilities refer to the duties and obligations of citizens to be actively involved in the betterment of their community, society, and country.

Aristotle: Civic responsibility is part of "civic virtue," where citizens participate in civic life to promote the common good. He believed humans are naturally political and must engage in public life to achieve virtue.

John Locke: Civic responsibility comes from the social contract, where people agree to form a society and government. This creates an obligation to follow laws and contribute to the common good.

Jean-Jacques Rousseau: Civic responsibility means prioritizing public interest over personal interest by participating in the "general will," where acting for the collective benefit brings true freedom.

Responsibilities (What We Should Do)

- Save water and plant more trees.
- Follow traffic rules, even when not being watched.
- Park in the correct designated areas.
- Report or stop water leaks.
- Show respect to one another.
- Help others in times of difficulty.
- Give special respect to elders, especially in public places like buses and banks.
- Respect the rights of minorities.
- Use public facilities with care.
- Keep the environment clean.
- Switch off electrical appliances when not in use.

What We Should Not Do

- No smoking in public places.
- Do not spit on roads.
- Avoid playing loud music.
- Do not use pressure horns.
- Do not throw garbage on the road.
- No wall chalking.

Important Terms

- **Civics**: The study of the rights, responsibilities, and duties of citizens, focusing on how they engage with society and government.

- **Civic**: Relating to a city, citizenship, or civil society, encompassing anything connected to being a member of a community or municipality.

- **Citizen**: A person who belongs to a country and is loyal to its government, enjoying rights and fulfilling responsibilities.

- **Responsibility**: An action or duty that citizens are expected to perform as part of their role in society.

- **Tax**: The money that citizens are required to pay to the government to support public services and infrastructure.

Related Concepts

- **Moral and Legal Responsibilities**: Moral responsibilities are guided by personal or societal ethics, while legal responsibilities are obligations enforced by law.

- **Service Learning**: A form of learning that teaches civic responsibilities through problem-solving, community engagement, and addressing societal issues.

- **Volunteering**: Offering time and skills freely to help others or improve the community, often fulfilling civic duties without monetary gain.

- **Civic Sense**: Awareness of and respect for the rights and duties of citizens, including proper behavior in public spaces and regard for the well-being of the community.

- **Civic Education**: Education that informs individuals about their rights, responsibilities, and role as citizens in a democratic society.

Historic Roots of Civic Responsibility

- **Ancient Rome**: Civic responsibility traces back to ancient Rome, where citizens actively contributed to the betterment of Roman society.

- **Lucius Quinctius Cincinnatus**: One of the early examples of civic responsibility, in 519 BC, when Cincinnatus left his farm to serve as a leader in Rome, then returned to his simple life once his duty was fulfilled.

- **U.S. Constitution (1787)**: Civic responsibility was formally recognized as essential for democracy with the ratification of the U.S. Constitution, aiming to establish justice, ensure peace, provide defense, promote welfare, and secure liberty for future generations.

Significance of Civic Responsibility

- **Voting Matters**: Ensures that citizens have a voice in decision-making.
- **Community Meetings**: Encourages active involvement in local governance.
- **Keeping Officials Honest**: Holds leaders accountable for their actions.
- **Helping Each Other**: Fosters unity and social support within communities.
- **Respecting Differences**: Promotes harmony and understanding among diverse groups.
- **Improving Schools and Hospitals**: Enhances public services for all.
- **Paying Taxes**: Supports government operations and public goods.
- **Protecting Nature**: Preserves the environment for future generations.
- **Following Laws**: Ensures peace, order, and justice in society.
- **Reporting Problems**: Helps address issues like crime and public safety.
- **Supporting Fair Rules**: Promotes equality and justice.
- **Helping in Emergencies**: Provides critical support during crises.
- **Respecting Rights**: Upholds the fundamental freedoms of all individuals.
- **Fighting Poverty**: Reduces inequality and improves livelihoods.
- **Building a Better Future**: Contributes to long-term societal progress.
- **Strengthening Democracy**: Ensures the continuity of a healthy, functioning democracy.
- **Accountability**: Encourages responsible behavior from both citizens and officials.

Civic Responsibilities of Pakistanis

- **Respect Others' Rights**: Acknowledge and uphold the rights of fellow citizens.
- **Pay Taxes**: Contribute to the nation's development through tax payments.
- **Readiness to Defend the Country**: Be prepared to protect and defend the nation when necessary.
- **Protect National Resources**: Safeguard and conserve Pakistan's natural and cultural resources.
- **Promotion of Goodness**: Encourage positive actions and behaviors in the community.
- **Participation in Constructive Activities**: Engage in initiatives that benefit society.
- **Preserve National Values**: Uphold and promote the cultural and ethical values of Pakistan.
- **Keep a Clean Environment**: Maintain cleanliness in public and private spaces.
- **Avoid Mischief**: Refrain from actions that disrupt peace or harm others.

Civic Duties

- **Loyalty to the State**: Show allegiance and commitment to the nation.

- **Abide by the Laws**: Follow the legal framework established by the government.

- **Pay Taxes**: Fulfill the obligation of tax payment for national development.

- **Use the Right to Vote Properly**: Participate responsibly in elections.

- **Engage in Social Services**: Contribute to community welfare and support those in need.

- **Pursue Education**: Value and seek knowledge for personal and societal growth.

- **Prioritize National Interest**: Act in ways that benefit the country.

- **Work Diligently**: Contribute to the economy and society through productive employment.

Community Engagement

- **Definition**: Active community engagement is the involvement of individuals and groups in activities that aim to improve the community, it recognizes the connection between rights and responsibilities.

Examples:

- **Right to Clean Environment**: Every community member has the right to a healthy and clean environment, which requires collective responsibility to maintain and protect natural resources.

- **Social Welfare**: Community members have the right to social welfare services, which entails the responsibility of individuals and organizations to contribute to programs that support the well-being of all members, especially the vulnerable.

Identity

- **Definition**: Identity refers to the qualities, beliefs, personality, appearance, talents, and expressions that define a person (**self-identity**) or a group (**collective identity**).

- **Psychological Identity**: In psychology, it relates to self-image, self-esteem, and individuality. It answers the question, "Who am I?" and reflects a person's behaviors, preferences, talents, and beliefs.

- **Multiple Identities**: Throughout life, individuals develop many different identities.

Importance of Identity

- **Sense of Self**: Identity helps in developing a strong sense of self, personality, and connection to others.

- **Erikson's View**: According to Erikson, identity formation is crucial. Failure to form a clear identity can lead to confusion and a weak sense of self later in life.

Four Stages of Identity Development

1. **Identity Diffusion**

   o **Description**: Youth/Adolescents in this stage have not explored or committed to any identity.

   o **Characteristics**: Low exploration and low commitment. They haven't thought about their identity or set any life goals.

2. **Identity Foreclosure**

   o **Description**: This stage involves a low level of exploration but a high level of commitment.

   o **Characteristics**: Youth/Adolescents accept the beliefs and values taught by their family and community without questioning them. They don't actively seek what is important to them.

3. **Moratorium**

   o **Description**: This stage is characterized by high exploration and low commitment.

   o **Characteristics**: Youth are in an identity "crisis," experimenting with different values, beliefs, and goals. However, they have not yet made final decisions about what is important to them and are keeping their options open.

4. **Identity Achievement**

   o **Description**: This stage represents both high exploration and high commitment.

   o **Characteristics**: Youth have actively explored and committed to a specific set of values, beliefs, and life goals. They have decided what is important to them and have a clear sense of purpose and mission for their lives.

Culture

Culture is the shared characteristics and knowledge of a group, including language, religion, social habits, music, and arts. It influences what people believe, wear, eat, and how they behave.

- **Examples**: Religion, food, clothing, language, beliefs, and customs.

Types of Culture

1. **Material Culture**:
   - **Definition**: Refers to the physical objects and spaces that people use to express their culture.
   - **Examples**: Homes, neighborhoods, cities, schools, churches, mosques, temples, workplaces, tools, and products.

2. **Non-material Culture**:
   - **Definition**: Includes the non-physical ideas and beliefs that shape a culture.
   - **Examples**: Beliefs, values, norms, morals, language, and institutions. For instance, religious beliefs encompass ideas about God, worship, and ethics.

Aspects of Culture

1. **Symbols**:
   - A symbol is something that is used to stand for something else. People in a culture attach meaning to objects, gestures, sounds, or images.
   - Example: A cross is a significant symbol for Christians.

2. **Language**:
   - Language is a system of communication using words, symbols, and gestures.
   - This includes spoken languages (like English or Spanish) as well as body language, slang, and unique phrases used by specific groups.
   - Example: The gesture and words of Namaste in Hindu culture and Salam in Muslim culture.

3. **Values**:
   - Values are cultural beliefs about what is good, right, fair, and just.
   - They reflect what people believe is right or wrong and what they think.

4. **Social Norms**:
   - Norms are shared expectations for how people should behave in a group or society.
   - They include different levels of rules for acceptable conduct.

Types of Norms

Sociologists speak of at least three types of norms:

1. **Folkways**:

   - These are casual norms that organize everyday interactions, like saying "hello" and "thank you."

   - They are weak norms and usually don't carry harsh consequences if broken.

2. **Mores**:

   - Mores are stronger norms related to moral conduct.

   - They determine what is considered morally acceptable or unacceptable within any culture.

3. **Taboos**:

   - Taboos are actions or practices that are strongly forbidden by a society or religion.

   - Breaking a taboo is considered highly offensive and objectionable. Certain actions might be taboo in one culture but acceptable in another.

   - Example: In **Islamic culture**, eating pork is a taboo due to religious prohibitions, but it is allowed in other cultures around the world.

Moral Rights

These are ethical responsibilities that society expects from individuals. They are not enforced by law but stem from cultural or social values. Examples include:

1. **Parental Support**: Parents have the right to receive assistance and care from their children in old age.

2. **Respect for Elders and Affection for Younger Ones**:
    o Elders have the moral right to be respected by younger people.
    o Younger individuals have the right to receive affection and love from elders.

3. **Obedience to Teachers**:
    o Teachers have the right to be respected and obeyed by their students.

4. **General Respectful Behavior**:
    o Behaviors like refraining from smoking in the presence of teachers or elders are considered moral duties.

Legal Rights

a) **Social Rights**:

- **Right to Life**: Protection of one's life and safety.

- **Right to Shelter**: Access to housing or a place to live.

- **Right to Property**: Ownership and protection of personal belongings.

- **Right of Protection in Other Countries**: Safety and legal protection when abroad.

- **Right to Have a Family**: The ability to start and maintain a family.

- **Right to Trade**: Freedom to engage in business or commerce.

- **Right to Religion or Sect**: Freedom to practice any religion or belief.

- **Right to Speech and Writing**: Freedom to express thoughts and ideas.

- **Right to Form Unions or Associations**: Freedom to join or create groups or organizations.

- **Right to Culture and Belief**: Freedom to follow and practice cultural traditions and beliefs.

- **Right to Education**: Access to education and learning opportunities.

- **Right to Contract**: Legal ability to enter agreements and contracts.

- **Right of Free Movement**: Freedom to travel and move across borders.

- **Right to Equality**: Equal treatment under the law without discrimination.

b) **Political Rights**:

- **Right to Vote**: Participate in elections by casting a vote.

- **Right to Representation**: Have representatives speak or act on your behalf in government.

- **Right to Official Status**: Hold a public or government office.

- **Right to Request Against Injustice**: Make a formal complaint or appeal against unfair treatment.

- **Right to Criticism and Opinion Making**: Freedom to critique authorities and form public opinions.

- **Right to Establish or Join Political Parties**: Freedom to create or become part of a political party.

Citizenship Education

Citizenship education refers to teaching the skills and knowledge needed for individuals to become active and responsible citizens in society. It focuses on understanding the rule of law, democracy, critical thinking, and one's personal roles, rights, and responsibilities in the state and society.

Key Points

- Helps individuals understand democratic processes and the law.

- Prepares young people for active roles in creating a tolerant and democratic society.

- Encourages engagement with politics, media, civil society, the economy, and law.

Importance of Citizenship Education

- Promotes informed and responsible citizenship.

- Enhances participation in political and social life.

- Encourages equality, human rights, and cultural diversity.

Themes in Citizenship Education

- Understanding political issues.

- Awareness of democracy.

- Participation in decision-making.

- Promoting equality and human rights.

History of Citizenship Education

1. **Ancient Objective of Education**:

   o In ancient times, education systems aimed to prepare individuals to contribute to the well-being of their society, emphasizing moral values and civic duties.

2. **Formal Efforts (Post-World War I)**:

   o After World War I, formal efforts to promote civic responsibility began with programs like the **Boys Scouts**, which encouraged young people to engage in community service and citizenship activities.

3. **Impact of World War II**:

   o World War II highlighted the importance of civic awareness and democratic values. Post-war, many countries realized the need to educate citizens on democracy, human rights, and civic responsibilities to prevent future conflicts.

4. **Case of France and England**:

o   Both France and England placed a strong emphasis on rebuilding democratic societies after the wars. France, for example, prioritized civic values, while England focused on strengthening democratic participation.

5. **Introduction of Citizenship Education (1998)**:

o   Citizenship education was officially introduced as a subject in many countries, including the UK, in 1998. This move aimed to build knowledgeable and responsible citizens.

6. **A Compulsory Subject in British Primary Curriculum (2002)**:

o   In 2002, **citizenship education** became a compulsory subject in the British primary curriculum, reflecting its importance in shaping active, informed citizens.

7. **Why in Pakistan?**

o   In Pakistan, there is a growing need for citizenship education to promote civic responsibility, understand democratic processes, respect diversity, and strengthen national unity. It is crucial to educate future generations on their roles in a democratic and tolerant society.

Why There is a Need to Introduce Citizenship Education at University Level:

1. **Creating a Sense of Rights and Responsibilities**:

o   University students must understand their **civic rights** and **responsibilities** to actively contribute to society and participate in democratic processes.

2. **Case of War on Terror in the 2000s**:

o   The impact of the **War on Terror** has highlighted the need for young people to be educated on national security, global issues, and their role in promoting peace and stability.

3. **Religious and Political Intolerance**:

o   Universities can play a key role in addressing **religious and political intolerance** by promoting dialogue, mutual respect, and understanding among diverse groups.

4. **Alienated Youth and Low Democratic Involvement**:

o   Many young people feel **disconnected** from politics and society. Introducing this subject can increase their involvement in the **democratic process** and encourage them to become active participants in shaping their future.

5. **Being an Agent of Change at All Levels**:

o   University students are potential **agents of change** at the **local, regional, national, and international levels**. Citizenship education equips them with the knowledge and tools to drive positive change.

6. **Critical Thinking Against Anti-Social Influences**:

- Citizenship education fosters **critical thinking**, helping students resist **anti-social agents** such as extremism, corruption, and other harmful influences. It empowers them to make informed decisions for the betterment of society.

Benefits of Citizenship Education for Young People

1. **Develops Self-Confidence and Socialization**:

   - Helps young people build **self-confidence** and improve their **social skills**, preparing them for active engagement in their communities.

2. **Encourages Active Participation**:

   - Provides a platform for young people to have a **voice** in their schools, communities, and society at large, empowering them to influence positive change.

3. **Promotes Rights and Responsibilities**:

   - Equips young individuals with the knowledge and understanding of their **rights** and **responsibilities**, enabling them to contribute positively to society.

Benefits of Citizenship Education for Society

1. **Motivates Responsible Learners**:

   - Encourages students to become **motivated and responsible** learners who interact positively with their peers, staff, and the broader community.

2. **Fosters an Active Citizenry**:

   - Helps build a society of **active, responsible citizens** willing to engage in national and global democratic processes.

3. **Promotes Democratic Participation**:

   - Encourages individuals to **participate in the life of the nation** and contribute to the wider world by playing an active role in the democratic process.

Community

A community is a group of people who share common interests, values, beliefs, or identity. It can be small or large and is often connected to a specific geographical area where people interact and support one another.

To better understand the meaning of community engagement:

Community – Groups of people based on common geography (country, state, region, suburb, neighbourhood, etc.) or common interest (customs, values, religion, needs, etc.), which may include citizens, businesses, residents, stakeholders, and more.

Engagement – The act of including stakeholders in activities and communications and allowing them to contribute in a meaningful way.

Community Engagement

Community engagement involves actively involving groups of people, whether based on **geography** (e.g., country, neighborhood) or **shared interests** (e.g., customs, religion), in meaningful activities and discussions. It includes **citizens, businesses, residents**, and **stakeholders**, allowing them to contribute to decision-making and community development. Engagement encourages collaboration and participation to address common goals or issues.

It can be described with various terms like **civic engagement**, **public consultation**, **community collaboration**, and **community management**. All these terms emphasize participation, cooperation, and mutual benefit in decision-making and development processes.

Why Community Engagement Matters

- **Make better decisions**: Engaging with the community provides diverse perspectives, leading to well-rounded decisions that benefit all stakeholders.

- **Be socially responsible**: Community engagement helps organizations become more aware of social, environmental, and economic issues, allowing them to contribute positively.

- **Increase trust**: Transparent communication with community members fosters trust and credibility.

- **Gain a license to operate**: Trust and community satisfaction can lead to broader acceptance of projects and initiatives.

- **Manage conflict and negotiate**: Early engagement helps identify conflicts and potential common ground, facilitating smoother negotiations.

Examples

- Volunteering at a local food bank during Ramzan or in poorer areas.

- Maintaining a community garden.

- Participating in local blood drives.

- Helping set up farmers' markets.

- Creating support groups in the community.

- Attending town hall, city council, and school board meetings.

- Voting in local elections.

Forms of Community Engagement

1. **Vertical Community Engagement**
   It involves hierarchical structures, where engagement flows from one level to another, such as government to community or organization to individuals.

2. **Horizontal Community Engagement**
   Horizontal engagement occurs at the same level within a community, which focuses on peer-level interaction, where members collaborate equally without hierarchy.

Components of Vertical Community Engagement

- **Top-down Initiatives**: Authority-led projects benefiting communities, like health campaigns. These initiatives are designed by higher authorities and passed down for local implementation.

- **Bottom-up Advocacy**: This component involves Community-led efforts that influence higher levels. Examples include local groups pushing for policy changes or improvements in public services.

- **Hierarchical Collaborations**: It includes partnerships where different authority levels work together, such as between state agencies and community organizations. This collaboration is essential for addressing community needs and ensuring that policies are effectively implemented.

- **Resource Allocation**: It involves resources like funding, personnel, or technology are allocated from higher authority levels to communities, ensuring that projects are properly supported to serve the community's needs.

Types of Vertical Community Engagement

- **Participatory Planning and Design**: Involving community members in the design and planning stages of projects, such as urban development, to ensure local needs and preferences are met.

- **Community-based Research**: Research conducted with direct involvement from the community, often to address specific local issues.

- **Educational Partnerships**: Collaborations between schools, universities, and communities to provide educational resources and opportunities, such as vocational training or community workshops.

- **Cultural and Arts Engagement**: Initiatives to preserve and promote local culture through events, art projects, and cultural education. This can strengthen community identity and pride.

- **Corporate and Business Engagement**: Businesses working with communities for mutual benefit, such as environmental sustainability projects or sponsorship of local events.

Components of Horizontal Community Engagement

- **Peer Collaboration**: Community members work together to address shared concerns or goals, such as neighborhood clean-ups or local safety initiatives.

- **Shared Decision-making**: Decisions are made collectively, often through public forums or meetings. This allows everyone to have a voice in matters that affect the community.

- **Mutual Support**: Community members provide help and support to each other. It includes support groups or volunteer networks.

- **Networking**: Building connections and relationships among community members to share resources, knowledge, and support for various initiatives.

Types of Horizontal Community Engagement

- **Volunteerism and Service**: Community members volunteer their time and skills to help others, such as organizing food drives or working at local shelters.

- **Community Organizing**: Collective actions are coordinated by community members for a common cause, such as advocating for improved public services or environmental protection.

- **Public Participation**: Community members actively participate in local governance and decision-making processes, like attending town halls or providing input on local policies.

- **Philanthropy and Charitable Giving**: Community members and organizations contribute financial resources or donations to support causes, such as funding scholarships or helping with disaster relief.

- **Social Activism**: Community members take part in campaigns or protests to bring about change, address inequality, and raise awareness about important societal issues.

The Relationships Between Democracy and Civil Society

1. History of Civil Society:

Hegelian View:

Hegel believed that civil society is a group of social activities that happen between families and the government. He thought these activities are shaped by capitalism (the economic system where businesses are privately owned).

Marxian View:

Marx saw civil society as a place where exploitation happens. He thought it was the real stage where history unfolds, meaning important events and changes occur here.

Gramscian View:

Gramsci viewed civil society as part of the state's way to control people's ideas and beliefs. He believed it helps to keep capitalism in place.

2. Operational Definition of Civil Society:

Civil society can be understood as having three main parts:

Institutions: These are established organizations or systems that help society function, like schools or hospitals.

Organizations: These are groups formed by people to achieve common goals, such as non-profits or community groups.

Individuals: These are the people who make up civil society and participate in various activities.

3. Measurable Characteristics of Civil Society:

Civil society has certain features that can be measured:

The Commons: Shared resources that everyone can use.

Office: Positions of responsibility within organizations.

Associations: Groups of people who come together for a common purpose.

Trusteeship: The responsibility to manage and care for resources or organizations.

Sovereignty: The authority of a group or organization to govern itself.

Accountability: The obligation to explain actions and decisions to others.

Equity: Fairness and justice in treatment and opportunities.

Justice: The principle of fairness and moral rightness.

Reciprocity: Mutual exchange and support among individuals and groups.

5. Civil Society and Democratic Transition in Pakistan:

- **Role of Civil Society**: Includes non-governmental groups that work for the public good.

- **Support for Democracy**: Encourages citizen participation in political processes (e.g., voting).

- **Promoting Accountability**: Monitors government actions and reports issues like corruption.

- **Encouraging Participation**: Motivates people to engage in community discussions and activities.

- **Challenges**: Faces obstacles like restrictions on free speech and government opposition.

- **Conclusion**: Civil society is crucial for fostering a stronger, more democratic system in Pakistan.