

प्रणयन वर्ष २५, अङ्क ७, २०८१

ISSN (Print) : 2505-0818

Submitted Date : October 07, 2024

Accepted Date : January 15, 2025

त्रि.वि. प्राध्यापक सङ्घ, क्याम्पस एकाइ समिति,

तेह्रथुम बहुमुखी क्याम्पस, आठराई, चुहानडाँडा

Civic Education: Conceptual Ground and Its Importance with Reference to Nepal

Shyam Prasad Phuyel*

Bhojraj Acharya**

Tara Nath Ghimire PhD***

Abstract

Civic education is a global concern for cultivating civic sense in citizens in order to create a harmonious and peaceful world. The world is dealing with issues such as violence, the never-ending cycle of poverty, political instability, the loss of democratic standards and principles, and more. Civic education can serve as an accurate tool for overcoming problems because it recognizes personal dignity, the rule of law, cultural heritage promotion, and the promotion of democratic norms and values. As a result, the academic world, including our country, is developing new academic activities to promote civic education. In this context, the purpose of this article is to introduce the general concept of civic education, its global and national status, and civic education initiations. The descriptive method was used in this study, with data gathered from a library search and websites. Three main themes have emerged: the positive impact of civic education, the importance of civic education, and the role of civic education in society as a whole.

Keywords: civic knowledge, civic education, responsibility, individual rights, freedom, human civilization

* Associate professor of Political Science Education, Central Department of Education, Kirtipur, Shyamphuyal0@gmail.com

** Lecturer of Political Science, Mahendra Ratna Campus, Tahachal, rolpalibhojraj@hotmail.com

*** Associate professor of Political Sciencem, Patan Multiple Campus, tara.ghimire.@rrlc.tu.edu.np

Introduction

There are several ways to define civic education. Educationists see it as a public benefit in and of itself, but politicians see it as a tool to stimulate political participation while unwittingly raising their own public profile (McAllister, 2001).

Civic education is an essential component of democracy, encouraging responsive and participatory politics (Phuyal, 2001 & Dahal, 2001). Barber emphasizes the significance of civic responsibility, writing, "A common assumption of US participatory democracy is that every citizen recognizes and understands his or her civic duty" (Engelhardt & Steinbrink, 2001). Branson defines civic education as "education in self-government." Democratic citizens actively engage in their own administration, rather than passively accepting or submitting to other people's pronouncements (Wilson, 1998 & Quigley, 2000).

Civic education, as defined above, is a multifaceted topic that encompasses knowledge, cognitive and participation skills, attitudes, beliefs, and dispositions toward democracy and human rights. It takes both formal and informal approaches. Formal education includes curriculum and resources, examples/models of diverse educational programs, and classroom activities. Non-formal techniques that emphasize civic sensibility and skills are increasingly reaching an increasing number of people outside of the classroom. Schools that teach civic education are increasingly depending on student initiatives like printing wall magazines, engaging in discussions, keeping the classroom clean, and completing collaborative work.

In the international context, civics and civic education are now used interchangeably. Civics has long been identified with the process of developing responsible citizens via education and training. The World Book Encyclopedia covers the following aspects of democracy, freedom, and individual rights:

Civics is the study of people's rights and obligations... Students in the United States and many other nations study issues such as democracy, freedom, and individual rights. They learn about the structure, function, and issues confronting governments at the local, state, national, and international levels, as well as other economic, political, and social organizations. Students are encouraged to get involved in student government, school newspapers, and other civics teacher-led school groups. Students can also participate in voter registration campaigns and environmental initiatives (The World Book Encyclopedia, 2000).

The contemporary period anticipates an information-rich society, and as the social structure and kind of society evolve, so do the complexity of society. As a result, the degree of consciousness and education is now changing. As a result, the purpose and character of civic education used to be different than they are now. The term 'civics' was used in the same sense as 'civic education' today. Civics once referred to the rights and obligations of citizens in a certain country.

The implementation of civic education in Nepal is a critical step toward developing a strong and informed citizenry. Democracy, human rights, citizenship, and the role of government in society are among the topics covered in the curriculum. Its goal is to increase civic engagement and encourage students to become active members of their communities. Nepalese students learn about their rights and responsibilities as citizens, as well as the importance of participating in the democratic process, through civic education. They also learn about Nepal's history and culture, which helps them develop a sense of national identity and pride. (Acharya, 2016).

Civic education seeks to acquaint individuals to the core ideals of democracy while also educating them on democratic rights and practices. Finally, it aims to promote responsible and informed political involvement at all levels of government. Civic education strengthens ties between people, groups, and nations by training them for democratic citizenship. It therefore promotes civic culture, broadening and deepening democracy in citizens' public and private life, both at the grassroots and in schools.

Civic education's role and scope have expanded in the twenty-first century to include complex social settings such as universal human rights, multi-party democracy, the rule of law, educational development, civic sense, poverty alleviation, socialization, and civic knowledge, skills, and disposition. Overall, civic education has the potential to make Nepali citizens more aware, involved, and responsible. As a consequence, everyone in Nepal may benefit from a stronger, more affluent society.

The overarching goal of this essay is to give a broad overview of civic education and its current state in both national and global contexts. This writing explicitly aims to:

- conceptualize civic education and its relevance to the Nepalese context.
- examine the state of civic education in Nepal and around the world.
- explore global perspectives on civic education.

Method

In this study the qualitative the qualitative method was used for data collection and the descriptive techniques were followed to analyze and present the information. The information for this article was gathered and recorded through library and website searches. The information gathered was organized according to the objectives. Finally, the classified information was organized into themes and sub-themes.

Analysis and Interpretation

Based on the classified data, the status of civic education in the Nepalese and global contexts, as well as international perspectives on civic education in the themes of positive effects have been dealt with under the headings below. Finally, the presentation's outcomes have been drawn.

Positive effects of Civic Education

The USAID worldwide study of civic education is outstanding, but it is not the only source of information from which to make judgments regarding civic education's effectiveness. A review of other key research demonstrates that civic education improves civic knowledge, abilities, and attitudes.

Civic Knowledge

Civic knowledge is the understanding of one's citizenship's rights, responsibilities, and duties, as well as the political and legal systems that govern society. It covers a wide range of topics, including government structures, political processes, human rights, social justice, and individuals' and the community's obligations for upholding a society that is democratic. Civic knowledge is essential for active and responsible citizenship because it allows people to participate in democratic processes, think critically, and make informed decisions about issues that affect their lives and communities (Adhikari, 2016). It also promotes respect for diversity and social cohesion by encouraging an understanding of different points of view and cultures.

Carpini and Keeter (1996) managed a seven-year initiative to increase Americans' political literacy. They defined political knowledge as a collection of political information that are retained in long-term memory. Carpini and Keeter, (1996) investigation validated their essential assumption that political knowledge is grounded in facts. Using several public opinion surveys, they were able to show that "better-informed citizens are more likely to participate in politics, better able to discern, their self-interest' fully comprehended, and better able to connect their enlightened self-interest to specific opinions about the political world" (www.civiced.org/research.html.2000). Their research also discovered that better-informed people are more likely to maintain internally stable and consistent ideas over time, as well as to link their opinions to political engagement in meaningful and sensible ways. Furthermore, better-informed people are more likely to demonstrate other characteristics of good citizenship, such as political tolerance, ethics, and justice.

To put it succinctly, knowledgeable people are superior citizens in many respects that align with both pragmatic and normative ideas of good citizenship. A noteworthy and unsettling discovery from the research conducted by Carpini and Keeter (1996) is the existence of substantial knowledge gaps between groups who are socioeconomically disadvantaged and those that are more advantaged. Younger people, Black people, and women had the biggest knowledge gaps. There are notable ethnic disparities in political trust, interest, and knowledge in England. A recent study conducted in Hertfordshire, UK, among 1,250 teenagers aged fifteen to sixteen, found that social and political divisions in England were becoming similar to those seen in the US.

Civic Skills

Civic skills are the abilities required for individuals to participate in effective civic participation and democratic decision-making. Critical thinking, problem solving, communication, collaboration, and leadership are examples of these skills. Critical thinking skills are necessary for civic engagement because they allow people to analyze and evaluate information, assess different points of view, and make informed decisions about civic issues. Problem-solving abilities are also important because they assist individuals in identifying and addressing issues that affect their communities.

Citizens must learn more than just a body of information in order to exercise their rights and perform their obligations as self-governing community members. They must also acquire the requisite intellectual and participative skills. Critical thinking skills are the intellectual talents needed for informed, effective, and responsible citizenship. The Civics Framework for the 1998 National Assessment of Educational Progress (NAEP) and the National Standards for Civics and Government define these intellectual skills as determining and explaining, clarifying and evaluating, as well as assessing, taking, and defending positions on public issues. Participation or civic engagement skills are the second set of fundamental talents for democratic citizens.

The National Standards describe participatory skills as the ability to interact, monitor, and influence. Interacting entails responding to one's fellow people (Devkota, 2018). Interacting requires gently inquiring, responding, and discussing, as well as establishing coalitions and resolving conflicts in a fair and peaceful manner. Monitoring politics and governance refers to citizens' ability to track how issues are addressed by the political process and administration. Monitoring also includes citizens doing supervision or "watchdog" tasks. Finally, participatory influencing abilities are the capacity to affect political and governance processes, both official and informal.

Larry Diamond, a senior researcher at Stanford University's Hoover Institution, spoke at the Civitas Pan-American Conference in Buenos Aires, Argentina, about the importance of civic education, stating that it "must develop citizens' capacity to make democracy work." This includes not only routine forms of political participation, but also the ability to organize for a better, stronger, more just, and inclusive democracy" (Ibid.).

Diamond saw people's ability to motivate one another to take action and express their concerns vocally and in writing as one of the most important skills. Project Citizen is an example of a civic education effort that implements Diamond's principles. It was created and published by the Center for Civic Education. Currently, instructors and students use it in every state in the United States of America, as well as in over 30 other countries.

Project Citizen involves early adolescent students in identifying and researching significant public concerns within their local communities. They work together to identify a specific need in the community and then suggest, defend, and promote a public policy that would

fulfill it. A report on Project Citizen's impact on teenage pupils in Indiana, Latvia, and Lithuania was just released. Participatory abilities, as well as intellectual and physical capacities, were evaluated in the study. Following their participation in the Project Citizen Program, students were required to finish two scales. In control classrooms, their answers were contrasted with those of students who did not take part in Project Citizen. These scales were employed by them:

Intellectual Skills Scale

A framework for measuring and assessing a person's intellectual abilities across a variety of domains is referred to as an intellectual skills scale. This framework is frequently used to assess a person's cognitive strengths and weaknesses in educational and psychological assessments. On the intellectual skills scale, students improved their ability to explain problems in their community or country more than others, and they used facts and reasoning to analyze other people's positions on problems. They identify important public policy issues, which allows them to accurately describe important public policy issues to others. They are skilled at formulating a position on an important public policy issue and identifying their positions on important public policy issues.

Participatory Skills Scale

The Participatory Skills Scale is a civic education framework for assessing and developing students' participatory skills, which are required for effective participation in democratic societies. As active and responsible citizens, participatory skills refer to the ability to engage in democratic processes such as decision-making, problem-solving, and communication.

Students on the participative skills scale were active in their community's concerns and were aware of government leaders' duties for such issues. They believed that a certain government figure or branch was accountable for fixing a problem in their town. They were aware of the actions necessary to persuade members of the government about their community. Students have volunteered to work with others to tackle critical issues in public policy.

This multi-country study found that students' self-perceived civic skills in Indiana, Latvia, and Lithuania were positively and statistically significantly impacted by Project Citizen. After taking part in the program, students in treatment classes thought they had better civic abilities than students in comparison classes who had not heard of Project Citizen.

Bosnia and Herzegovina has also demonstrated how well-designed civic education projects may improve students' civic knowledge and skills. A survey of 2,000 Bosnian middle and senior high school students was conducted. The other half had not engaged in Project Citizen, whereas the other half had. Participants' political and engagement abilities improved significantly. The likelihood of participants contacting public officials about issues in their communities, getting information from a range of specialists, feeling more

confident about their understanding of local government, and feeling more equipped to communicate issues were all higher. They would have voted more often than their peers who did not participate if they had been given the opportunity. (Kattel, 2019).

The Participatory Skills Scale is typically comprised of a number of indicators that assess a student's ability to participate in various aspects of civic life. These indicators are classified into several categories, chiefly including the following.

- *Communication skills*: The ability to listen actively, express opinions, and communicate effectively with others.
- *Critical thinking skills*: The ability to analyze information, evaluate arguments, and make informed decisions.
- *Collaboration skills*: The ability to work effectively with others, respect diverse perspectives, and resolve conflicts.
- *Leadership skills*: The ability to inspire and guide others, take initiative, and make ethical decisions.
- *Advocacy skills*: The ability to speak up for oneself and others, and engage in social and political action.
- *Civic knowledge*: The understanding of political systems, institutions, and processes, as well as the rights and responsibilities of citizens.

Overall, the Participatory Skills Scale provides a framework for educators and students to understand the skills and competencies required for effective participation in democratic societies, and to work toward developing those skills in themselves and others.

Civic Dispositions

Civic dispositions are people's attitudes, values, and beliefs about their place in society and their need to contribute to the greater good. The purpose of civic education is to instill civic values that will lead to active and responsible citizenship. Civic dispositions are aspects of both public and private life that are required to preserve and advance democracy. Like civic skills, civic dispositions develop throughout time as a consequence of experiences and lessons learned in the community, family, school, and civil society organizations. These experiences taught people that each individual's responsible self-government is necessary for democracy, and that the two cannot coexist.

To put it another way, what are the student's dispositions or "habits of the heart" that will motivate him to behave and think in accordance with democratic norms and values? Schools have a unique and historical responsibility to assist individuals develop their civic character, even if many other institutions play a role. Schools fulfill this role by providing both formal and informal teaching beginning in the early years and continuing throughout the educational process. According to Galston (2004), there are two "general political virtues" that educators should promote.

The first is a pledge to have candid conversations to settle disputes and to participate in public discourse. This entails being open to hearing a range of perspectives, some of which the listener may find peculiar, if not downright harmful, considering the diversity of liberal cultures. The ability to honestly and clearly convey one's own news as the basis for influencing politics instead of using compulsion or manipulation is another quality of political discourse. According to Galston, the second necessary disposition is the desire to bridge the gap (as much as feasible) between ideals and actions in a liberal society. It can refer to making a public appeal or taking discreet actions to stop dishonesty from spreading inside one's own

The abolitionist, suffrage, union, and civil rights movements; government initiatives such as Head Start; and the consequences of civil rights legislation are just a few of the historical and modern attempts to bridge the gap between ideals and reality in public life that students must discuss. The Standards also ask students to explain how individual, societal, and political conduct may reduce, if not increase, the gaps between the foundations of American constitutional democracy.

What evidence is there that well-thought-out civic education efforts may promote democratic values? Richard Brody of Samford University performed study on how the Citizen and the Constitution curriculum affects the political tolerance of 1,351 high school students nationally. The Center for Civic Education designed this program to encourage civic obligation and competence (Smith, 2016). It promotes students' comprehension of the structures of American constitutional democracy and helps them find the Constitution's and Bill of Rights' modern relevance: According to the Brody study, students who participated in the We the People of America...program were more politically acceptable than the average American. They were also more self-confident and perceived to have fewer constraints on their own political freedom, making them more willing to extend those rights to others. They were also less repressive of press, speech, and the promotion of radical or unconventional ideas, and more likely to permit freedom of assembly to groups with opposing viewpoints.

According to the aforementioned research of senior high school students in Bosnia and Herzegovina, well-designed civic education programs have a beneficial influence on civic attitudes. The study's findings revealed that students who participated in Project Citizen perceived themselves as more involved citizens and exhibited increased political tolerance for a variety of groups, including women, human rights organizations, environmentalists, and student organizations. Furthermore, participants backed the rule of law, fundamental freedoms of expression, assembly, and participation, and had a less authoritarian viewpoint (Regmi, 2017).

Importance of Civic Education in Nepal

In light of the global picture described above, civic education prioritizes universal rights, human rights, multi-party democracy, and the rule of law. Furthermore, it emphasizes socialization, poverty alleviation, civic sense enhancement, education, and the development

of civic knowledge, skills, and disposition (Phuyal, 2001). Rajendra Kumar Rongong and Dhruba Shrestha identified three types of civic education in Nepal: civic knowledge, civic skills, and civic attitudes (Rongong & Shrestha, 2002).

They argue that character development and civic education are closely related. The 1990 and 2006 people's movements, which aimed to restore democracy and restructure the state, respectively, have elevated the significance of civic education within the Nepalese setting. The following examples demonstrate the functions and significance of civic education in this context:

Civic Education for Good Governance

Governance refers to the exercise of authority across a variety of organizations. Good government seeks to guide, rule, and regulate in the best interests of its population. It entails employing government authority to manage a country's affairs. It also refers to a human aggregate as well as people's representatives working together on a common public welfare goal. Most conceptions of governance incorporate three concepts: accountability, legitimacy, and transparency (Dahal, 2001). The government stays accountable to the people and diligent in promoting human development via good governance (Poudyal, 2001). Civic education is becoming increasingly crucial in promoting effective government. The primary purpose of civic education in democracies is to teach people how to govern themselves. Education of citizens is the foundation of successful governance.

Civic Education for Cultural Heritage

Culture is typically characterized in terms of art, music, and literature. According to the anthropological definition, it is concerned with the depiction of all aspects of human activity. Culture or civilization may be described as any knowledge, religion, art, morals, legislation, tradition, or other skills and habits acquired as a member of a society. Culture, on the other hand, is the evolutionary process that emerges from specific historical events, such as the transmission of thoughts or cultural features from other civilizations. Culture is said to as a 'vague concept' since it differs from location to place. However, current cultural anthropologists argue that certain cultural forms emerge and persist based on their usefulness in establishing social cohesion. Culture, on the other hand, is defined as the set of shared standards within a social connection. It is described as a discourse theory and an interdisciplinary approach to classical social science.

Cultural heritage is the modernist process's symbolic expression of customs that have been passed down from ancestors. Civic education imparts information through experiments that serve as recommendations for the preservation of culture and legacy as well as the continuation of human civilization in society, since no society can exist without traditions and the challenge of modernization. Since the protection of cultural heritage is inextricably tied to self-government, civic education ought to adequately handle this subject. (Bhatrai & Upreti, 2014).

Civics education for reducing poverty.

Poverty reduction has long been a human objective, and it is inextricably related to issues of unequal resource and service distribution. Poverty reduction is to achieve fair distribution of products and services across all sectors, regions, and population groups. Civic education is a way for improving resource usage in a nation, region, or society group. Better is another phrase for civic education; it describes the best possible progress that may occur in society, together with an explanation of how and for whom (Neupane & Sapkota, 2020).

Civic education can play an important role in poverty alleviation by providing individuals with the knowledge, skills, and mindset required to actively participate in their communities and address the root causes of poverty. Here are some instances of how civic education can help to alleviate poverty:

Awareness of Rights and Responsibilities: Civic education teaches people about their rights and responsibilities as citizens. Individuals in poverty can advocate for themselves and others by understanding their entitlements, such as access to education, healthcare, and social services. They can also comprehend the significance of carrying out their obligations, such as paying taxes and participating in community development activities.

Political Engagement: Citizens are encouraged to participate in political processes such as voting, attending public hearings, and joining advocacy groups through civic education. Individuals can influence policies and programs that address poverty-related issues such as unemployment, inequality, and insufficient social services by actively participating in decision-making processes.

Social and Economic Empowerment: Civic education can provide individuals with valuable skills such as critical thinking, problem-solving, and communication, which are useful in both personal and professional life. Individuals with these skills can overcome poverty by finding work, starting businesses, and participating in economic activities that produce income and enhance their livelihoods.

Community Development: Civic education emphasizes the value of community participation and cooperation. It encourages people to work together to identify local poverty issues such as a lack of infrastructure, poor sanitation, or limited access to education. Civic education assists communities in effectively addressing these challenges by mobilizing resources, fostering collaboration, and implementing community-driven initiatives.

Social Justice and Equality: Civic education fosters values such as social justice, equality, and inclusion. It assists people in recognizing and confronting discrimination, prejudice, and systemic barriers that contribute to poverty. Civic education encourages individuals to advocate for fair and equitable policies, fight corruption, and promote equal opportunities for all by instilling a sense of social responsibility.

Sustainable Development: Civic education can help to raise awareness about environmental and sustainable development issues. It helps people understand the links between poverty, environmental degradation, and social well-being. Civic education contributes to poverty reduction while protecting the environment for future generations by promoting sustainable practices such as resource conservation, renewable energy, and responsible consumption.

It is critical to ensure accessibility, inclusivity, and continuous engagement when implementing civic education for poverty alleviation. Partnerships between educational institutions, civil society organizations, government agencies, and the private sector can help achieve this. We can empower individuals to actively contribute to poverty reduction efforts by integrating civic education into formal and informal learning settings, conducting community outreach programs, and providing ongoing support.

Civic Education for the Conservation of Nature

Civic education is critical in promoting environmental conservation by instilling in individuals and communities a sense of responsibility, knowledge, and engagement. Here are some ways civic education can help with environmental conservation:

Environmental Awareness: Civic education raises public awareness of the value of nature and its conservation. It educates people about the benefits of biodiversity, ecosystems, and natural resources. Individuals who understand the value of nature are more likely to participate in conservation efforts and support environmental policies.

Sustainable Practices: Civic education promotes environmentally friendly practices that reduce pollution. It teaches people about environmentally friendly practices like waste reduction, recycling, energy conservation, and responsible consumption. Individuals can help to conserve nature and reduce their ecological footprints by incorporating these practices into their daily lives.

Ecological Literacy: Civic education improves ecological literacy, which is the understanding of the complex relationships that exist between living organisms and their surroundings. It teaches people about ecological processes, species interactions, and ecosystem dynamics. Individuals can make informed decisions and take actions that promote biodiversity conservation and ecosystem resilience with this knowledge.

Advocacy and Policy Engagement: Individuals are empowered to advocate for nature conservation through civic education. It gives them the knowledge and skills they need to participate in public debates, influence policies, and support initiatives that protect natural habitats and ecosystems. Individuals can play an active role in shaping conservation policies and practices by participating in environmental campaigns, writing to policymakers, and voicing their concerns.

Community Engagement: Civic education encourages community participation in nature conservation. It encourages people to work with local organizations, take part in community-based conservation projects, and participate in citizen science initiatives. Communities can work together to protect and restore natural resources such as forests, rivers, and wetlands.

Conservation Ethics and Values: Civic education fosters an awareness of environmental ethics and values. It encourages people to develop a deep respect for the natural world and recognize their responsibility as environmental stewards. Civic education promotes long-term commitment to conservation actions and sustainable lifestyles by instilling a sense of environmental ethics.

Civic Education for Civil Society

In modern civilization, civil society is made up of capital, the state, and the people, together with all of their groups and organizations. There are several grounds to support civil society's importance in the present world.

First, civil society's main values are freedom, social justice, and solidarity. These principles reflect civil and political rights (first generation), social, economic, and cultural rights (second generation), as well as the rights to development, self-determination, and international collaboration. Second, a civil society is made up of tiny grassroots organizations that encourage citizen engagement, bringing an increasing number of residents to public life. Third, for the benefit of the vast majority of citizens who are impoverished, helpless, excluded, and estranged from mainstream democratic and development processes, civil society mediates conflicts between broad and narrow interests, the base and superstructure, and political and economic societies.

Fourth, civil society provides a mechanism for organizing counter-knowledge and using relevant sorts of skill to build their own translation, expressing a vision of conscious opposition to authoritarianism, domination, and citizen exploitation. Fifth, civil society seeks to mold public opinion and common knowledge while exerting influence on government policies.

Sixth, by eliminating various barriers to the enjoyment of constitutional rights, economic and political entitlements, and chances for civic empowerment, civil society deepens its dedication to the defense of the social domain and the public good. In 2017. Pant and Sapkota. Lastly, civil society gives a community-building initiative a boost both domestically and internationally to make national and individual life more universal. Additionally, it promotes cooperation between states, governments, and citizens at the regional and global levels (Dahal, 2001). These are the fundamental elements of a civil society.

During the 2006 democratic development movement, the functions of civil society were clearly visible. As a result, civic education must support the cornerstones of civil society.

Civic education, as a whole, should be in charge of creating a critical mass of civil society in order to ensure equality and justice in a democracy.

Civic Education in Development

The notion of how a society changes and develops is neither new nor fresh in current debates. There have always been views and theories on how societies grow and develop, from ancient antiquity to the Enlightenment to the present day. There are three elements to development: economic, social, and political.

Economic development is described as increasing the efficiency of a society's production system. Social/cultural growth manifests itself through changes in attitudes, values, and actions. Political progress is described as an equitable distribution of power with no group dominating another. Political progress entails political engagement, access to political posts, and the development of national unity, coherence, and identity (The International Encyclopedia of Education, 1648). A solid civic education improves individuals' economic, social/cultural, and political position. As a result, civic education is an important component of development, which is only achievable due to the quality of people. Every citizen should be critical and constructive about development's three dimensions: social, economic, and political.

Civic Education for Democracy

Individual liberties and rights are honored and defended in civic education. It recognizes the worth and dignity of every individual, the rule of law, each individual's desire to fulfill their commitments, their participation in the common good, constitutional governance, and the right of all people to vote. Civic education helps to strengthen one's innate mental faculties.

Democracy is commonly mistaken for a kind of governance. However, democracy is more than just a form of government; it also relates to the community's culture, which should promote justice, pluralism, humanism, and respect for all individuals.

A multi-party system, a bill of rights, human rights, accountability, transparency, frequent, free, and fair elections, economic freedom, limits on abuse of power, equality, and political tolerance are all seen as key components of democracy. Ordinary citizens should be taught the importance of these democratic components and given the opportunity to experience them through civic education. When a large group of individuals instills all of these potentials.

Based on the preceding ideas, one may claim that excellent administration promotes cultural heritage. Poverty reduction, environmental protection, civil society, development, and democracy are all important aspects of civic education.

Conclusion

Civic education teaches people how to govern themselves. Civic knowledge, abilities, and temperament are all linked to civic education. Civic education, according to this perspective, is a multifaceted topic that encompasses knowledge, cognitive and participation abilities, attitudes, beliefs, and dispositions toward democracy and human rights. It takes both formal and informal ways. Curriculum and curricular resources comprise methodological activities such as examples/models of various educational programs and classroom exercises. It comprises a method that presently provides a rising number of individuals outside of the classroom with activities concentrating on civic sense and skills in non-formal settings. Schools that teach civic education are increasingly dependent on student initiatives such as printing wall magazines, engaging in discussions, keeping the school environment clean, and collaboration.

Civic education programs that are offered on a regular basis, stress learning by doing, employ participatory techniques, and focus on topics relevant to participants' daily lives may do far more than merely overcoming apathy and anomie. It is possible to strengthen our citizens by providing them with the information and skills they require, as well as the attributes that will help us go closer to realizing the goals of democracy. In a same line, it covers civil society, democracy, development, poverty alleviation, cultural heritage, good governance, and environmental protection. All of these themes are important in civic education and have a significant effect on how society is developed overall.

References

- Acharya, K. P. (2016). *Civic education in Nepal: Current status and challenges*. Lumbini Prakashan.
- Adhikari, D. R. (2016). *Civic education and its challenges in Nepal. Education and development*. Goodwill publication.
- Branson, M. S. (1998). *The role of civic education*. [Internet] Available from: <http://www/civiced.org/articles-role.html> [Accessed 28 May 2010].
- Center for Civic Education (2000). *Beyond communism and war: The effect of civic education on the democratic attitudes and behavior of Bosnian and Herzegovinian Youth*. [Internet] Available from: www.civiced.org/research.html. [Accessed 11 June, 2018].
- Dahal, D. R. (September 26, 2001), *Good governance in Nepal context*. The Telegraph Weekly.
- Devkota, R. (2018). Civic Education in Nepal: An analytical review. *Journal of Education and Research*, 8(1), 135-150.
- Engelhardt, L. T and Steinbrink, J. E. (2001). *Teaching students about their civic obligation jury duty*. [Internet] Available from: <http://proquest.com/pqd web/Ts>. [Accessed 12 September, 2016]
- Galston, W (2004) . *Civic education and political participation. American Political Science Association volume. 37*, 263-266.
- Kattel, B. R. (2019). Civic education in Nepal: Issues and challenges. *Prithvi Academic Journal*, 11(1), 83-100.
- McAllister, L (2001). *How can civics best promote democracy*. [Internet] Available from: [http:// Ptg.djar.com/ccroot/asp/publib/sto..](http://Ptg.djar.com/ccroot/asp/publib/sto..)[Accessed 18 May, 2017]
- Neupane, R., & Sapkota, D. (2020). *Civic education and political participation: An empirical study in Nepal. Journal of Education and Development*, 4(1), 1-22.
- Pant, R., & Sapkota, D. (2017). *Civic education in Nepal: A critical analysis of curriculum and pedagogy. Journal of International Education and Leadership*, 7(1), 1-15.

- Phuyal, B. P. (2001). *Civic education in Nepal*, Kathmandu Center for Research And Studies Occasional Paper, 2(2).
- Poudyal, A. R. (2001). *Governance in Nepal: Essays on constitutional law*. Nepal Law Society.
- Quigley, C. N. (2000, March 29). *Global trends in civic education*. [A Speech audio recording] Needs for New Indonesian Civic Education Center for Indonesian. Available from: <http://www.civiced.org/index.php>
- Regmi, M. (2017). Civic education and democracy in Nepal. *South Asia Research Journal*, 37(1), 23-43.
- Rongong, R. K., and Shrestha, D. (2002). *Civic education: A concept paper*. [Paper Presented] at the Workshop-Seminar of the Society for the Promotion of Civic Education.
- Smith, J. D. (2016). *Civic education: Fostering active citizenship in the modern world*. Academic Press.
- The International Encyclopedia of Education* (1999). Reprint (1999). London: Field Enterprises Educational Corporation, Vol. 3. Second Edition.
- The World Book Encyclopedia* (2000). C1-C2 Vol. 4 *World book*. A Scott Fetzer Company.
- Upreti, B. R., & Bhattarai, M. (2014). Democratic citizenship education in Nepal: Issues and challenges. *Educational Journal of the University of Patras*, 1(2), 64-82.