

ISSN : 2311-6803

مطالعه پاکستان

ششماہی انگلش / اُردو تحقیقی اور تجزیاتی مقالات کا مجلہ

سلسلہ نمبر-05 جلد نمبر-01 جنوری-جون 2017



مرکز مطالعہ پاکستان
جامعہ بلوچستان کوئٹہ

PAKISTAN STUDIES

Vol. 05 NO. 01 January-June /2017

ISSN : 2311-6803

PAKISTAN STUDIES

Bilingual / Bi-annual Pakistan Studies,
English / Urdu Research Journal

Vol. 05 NO. 01 January-June /2017



PAKISTAN STUDY CENTER
University of Balochistan
Quetta (Pakistan)

ISSN: 2311-6803

PAKISTAN STUDIES

**Bilingual / Bi-annual English / Urdu Research
Journal**

Vol 05 No.01 January-June 2017



Editor: Dr.Mohammad Usman Tobawal

PAKISTAN STUDY CENTER,

UNIVERSITY OF BALOCHISTAN, QUETTA.

PAKISTAN STUDIES

Bilingual / Bi-annual Pakistan Studies

English / Urdu Research Journal

Vol 05 No.01 January-June 2017

PATRON

Prof., Dr. Javed Iqbal

Vice Chancellor, University of Balochistan, Quetta

&

Chairman, Board of Governors, Pakistan Study Centre

EDITOR

Prof., Dr. Muhammad Usman Tobawal

EDITOR-IN-CHIEF

Prof., Dr. NaheedAnjumChisthti
Dean, Faculty of Social Sciences,
University of Balochistan

ASSISTANT EDITORS

Prof., Dr. Noor Ahmed

Prof., Dr. Kaleemullah

Prof., Dr. Ain-Ud-Din

Prof., Dr. Ghulam Farooq Baloch

Prof., Yousaf Ali Rodeni

Prof., SurriyaBano

ASSOCIATE EDITORS

Prof., TaleemBadshah

Mr. Qari Abdul Rehman

Miss ShaziaJaffar

Mr. Nazir Ahmed

Miss Sharaf Bibi

COMPOSING SECTION

Mr. Manzoor Ahmed

Mr. Bijar Khan

Mr. Pervaiz Ahmed

MEMBERS OF EDITORIAL BOARD***OVERSEAS***

Dr. YaneeSrimanee,
Ministry of Commerce, (Thailand)

Prof., M. Aslam Syed,
Harvard University, Cambridge, (Massachusetts)

Dr. Jamil Farooqui,
Dept. of Sociology and Anthropology
International Islamic University, (Kuala Lumpur)

Prof., Dr. ShinazJindani,
Savannah State University of Georgia (USA)

Dr. Elina Bashir,
University of Chicago (USA)

Dr. Murayama Kazuyuki,
#26-106, Hamahata 5-10, Adachi-Ku,
Tokyo 1210061, (Japan)

Prof., Dr. Fida Muhammad,
State University of New York Oneonta NY 12820

Dr. NaseerDashti,
11 Sparrows Lane, New Elthaw London (England)

Dr. Naseebullah,
International Correspondent,
Editor and Political Consultant,
The Montreal Tribune, Montreal, Quebec (Canada)

Johnny Cheung,
Institute of Culture and Language
Paris (France)

MEMBERS OF EDITORIAL BOARD*NATIONAL*

Prof. Dr. Abdul Razzaq Sabir,
Vice Chancellor, Turbat University,

Dr. Fakhr-Ul-Islam
University of Peshawar.

Dr. Abdul Saboor
Pro Vice Chancellor,
University of Turbat.

Syed Minhaj-Ul-Hassan,
University of Peshawar.

Prof. Dr. Javaid Haider Syed,
Gujrat University.

Dr. Syed Wiqar Ali Shah,
Quaid-e-Azam University,
Islamabad.

Prof. Dr. Mussarat Abid,
Director, Pakistan Study Centre,
Punjab University.

Prof. Dr. Khalida Jamali,
Jamshoro, Sindh University.

Dr. Nasrullahjan Wazir,
University of Peshawar.

Dr. Muhammad Qasim Soomro,
University of Sindh, Jamshoro.

Guidelines/Parameters for Contributors:

Following are the Guidelines/Parameters for the scholars/researchers contributing articles to the Bilingual Bi-annual research journal of **PSC** **“PAKISTAN STUDIES ISSN: 2311-6803”**.

- The title should appear at the middle position of the first page
- The title should be brief (recommended) along with author's name also appearing in the top-left header position in the rest of the pages (running head).
- All author's complete name as well as affiliations should also be explicit on the first page along with the corresponding author's postal and email addresses.
- The article should comprise an abstract, introduction including (limitations and suggestions), and references.
- The abstract should be brief (recommended)
- The article should be of maximum 4000 words in New Times Roman, font 12 with 1 line spacing.
- Main heading should be bold with italic subheadings.
- Tables as well as figures should be in a separate file, in a ready to print form with sources given below the tables.
- All statistical symbols present in the article should be italic.
- References should be in author/date style throughout the text in the **APA**format.
- The article should be in composed form.
- Authors are entitled to five free off-prints and a copy of the issue in which their article is published.
- The articles should accompany a soft copy as well; to be sent through email preferably in **MS** word file format.
- Articles must focus on latest researches carried out in different fields/areas i.e. Literature, Language, Economy, Management, Heritage and Culture, Politics, Media, History, Philosophy, etc. relevant to Pakistan.
- Any queries regarding the publication or acceptance of the article can be sought at the given address:
- **Editor “ Pakistan Studies” Pakistan Study Centre, University of Balochistan, Quetta-Pakistan Usmantobawal@yahoo.com**

EDITORIAL

The prime aim of the PAKISTAN STUDIES Bilingual/ Bi-annual English/ Urdu Research Journal is to highlight the researcher's particular perceptions regarding socio-economic as well as Political matters of Pakistan. The collection of articles in this volume is a valuable attempt to create new knowledge and research.

Keeping in view maintaining the highest standards of Higher Education Commission of Pakistan, all works submitted are subject to blind refereeing process, and are published only after extensive debates in the Meeting of Publication Committee. However, the Journal bears no responsibility for the opinions and results whatsoever expressed by scholars/researchers in their articles published in this Journal and must not be construed as reflecting the policy of the Pakistan Study Centre, University of Balochistan in any manner whatsoever.

Pakistan Study Centre's entire team is grateful to respected Professor Dr. Javed Iqbal, Vice Chancellor, University of Balochistan, Quetta for his encouragement and support. Our entire team, under the leadership of Professor Dr. Usman Tobawal, Editor and Director Pakistan Study Centre, worked diligently to cover an impressive as well as remarkable diversity of research articles published in this Journal.

The Pakistan Study Centre is highly indebted to national as well as international peer reviewers for communicating their valuable comments and suggestions.

We are also obliged to the Editorial Board Members who always guide us for enhancing quality of this research journal.

We highly welcome as well as appreciate our valuable readers for their encouraging feedback, suggestions and constructive criticism to enhance structural arrangements and quality of the journal positively.

Prof.,Dr. Muhammad Usman Tobawal

Contents	Page No
<i>Business, Commerce and Economics</i>	
Benefits of CPEC for Balochistan: Saifullah Khan & Muhammad Shafiq	01
Zakat and Poverty Alleviation in Islam: NoureenJabbar& Dr. Noor Ahmed	08
<i>Language and Literature</i>	
Martin Anderson Nexo’s Novel “Pelle” the Conqueror” A Marxist Perspective: Javed Akhter, Dr NajiaAsrar Zaidi&Shahida Sher Muhammad	19
Academic and Literary Contribution of Noor Muhammad Tarakai for Pashto Literature: Muhibullah Khan (Sheraz)	50
<i>Social Sciences and Humanities</i>	
Pak-US Relations: Dynamics and Prospects in 21st Century: Fouzia Babar& Prof., Dr. Usman Tobawal	61
Khilafat Movement and Ottoman Empire: Aspects of Success and Failure for Social Awareness Fouzia Sultana & Dr. Noor Ahmed	68
Critical Analysis of Low Female Literacy Rate in District KillaSaifullah: Bibi Sajida&Nazir Ahmed Kasi	83

Contents	Page No
Achievements of Afghans in Indian Subcontinent: A Case Study of Sur Dynasty in Historical Perspective Sharaf Bibi, SurriyaBano,Pervaiz Ahmed &Manzoor Ahmed	105
War on Terror and its Social, Political and Economic Impacts on Pakistan: Irshad Ahmed Tareen &Bijar Khan	115
Implementation of Early Childhood Education in Balochistan: Policy, problem and Issues: Sabir Panezai& Dr. Sajida Naureen	123
Analyzing the Application of Linguistic Theories in understanding the Students Problems in Quetta: Fazal- Ur-Rehman, Dr. Maroof Bin Rauf& Muhammad Rahim Nasar	137
Teachers Perspective on Continuous Professional Development (CPD) Programs in Secondary Schools of Quetta, Balochistan: Syed Aamir Shah& Dr. Maroof Bin Rauf	154
A Study to Explore the Existing Monitoring and Supervision Mechanism for Government Schools in District Loralai: Akhtar Shah& Dr. Sajida Naureen	167
Emotional Intelligence Effects on Student’s Academic Achievements of Secondary School Students’ of Quetta District: Muhammad Qasim&Abdul Qadoos	184
The Role of SMCs in Supporting the Schools Regarding Minor Repairs and Maintenance at Primary Level in Baluchistan: Muhammad Rahim Nasar&FazalRehman	198

Contents	Page No
The Socio Economic barriers and dropout from schools at primary level in Baluchistan: Muhammad Hanif&Dr. Bashir Ahmed Kakar	212
Economic Empowerment of Women: The Direct and Underlying Factors: A Case Study of Quetta City SaqibShabbir& Mohammad Yousuf	223
Analyzing the Socio-economic Factors Causing Hepatitis B and C in Balochistan: A Case Study of Quetta District Sohail Ahmed&Dr. Mumtaz A. Baloch	235
Socio-Economic Problems Faced by Working Women: A Case Study of Agriculture Sector in District Mastung BiBi Gul & Mohammad Yousuf	251
Pak Afghan Relations and War on Terror from 9/11 to 2014: Nabila Nazish&Dr. Abdul Manan Bazai	260
Obstacles towards Parliamentary Politics: A Case Study of Pakistan Asmatullah& Dr.Abdul Manan Bazai	274
CPEC Importance for China and Pakistan: Farzana Karim&Prof., Dr. KaleemullahBareach	285
Kurdish Referendum and its Failure: Aziz Ahmed, Dr.Saeeda, Mengal&Mansoor Baloch	301
Gender-based Inequality towards Unexplored Assumptions: A Case study of District Awaran Balochistan Province, Pakistan: Mureed Sana Baloch&Dr. Shahida Habib	312

Contents	Page No
Effectiveness of Various Lecture Delivery Methods on the Learning of College Students: Zara Nasim&Dr. SaimaAmbreen	320
Constitutional Development in Pakistan since 1947 till 1956: Asif Khan & Professor, Dr. Usman Tobawaal	328

Benefits of CPEC for Balochistan:

By

¹Saifullah Khan, ²Muhammad Shafiq

Abstract:

China Pakistan Economic Corridor is not only a game changer but also fate changer for Pakistan. And, for China it is an initiative towards the accomplishment of "One Route, One Belt". Balochistan is an equal beneficiary of CPEC. In fact, CPEC is a bulk of development projects in Pakistan financed by China. And, in Balochistan the projects of China Pakistan Economic Corridor are also under construction. Infrastructure development in the shape of construction of highways and railways, projects in energy sector and development projects in the port city of Gwadar are the main projects in Balochistan under China Pakistan Economic Corridor. The completion of these projects will shape up infrastructure development in Balochistan. Moreover, the weak economy of the province will be boosted due to CPEC. The quality of life in Balochistan will improve with creation of jobs and accomplishment of prosperity and economic stability. The arrival of investment will further ameliorate the economic conditions of the people. Finally, CPEC will yield in the establishment of permanent peace and serenity in the troubled Balochistan.

Keywords: China Pakistan Economic Corridor CPEC, Balochistan, Gwadar, Economy, Infrastructure,

Introduction:

The chief purpose of this research paper is to illuminate the benefits which the China Pakistan Economic Corridor (CPEC) can furnish to Balochistan, one of the four federating units of Pakistan. This paper is also meant to throw light on the major projects of CPEC which are either under construction or supposed to be in pipeline in near future in Balochistan. Moreover, the development work in Gwadar and its benefits for Balochistan are also meant to be discussed here.

¹ M.Phil. scholar in Pakistan Study Centre, University of Balochistan Quetta, Pakistan

² Assistant Professor, in Commerce Department, University of Balochistan, Quetta.
Pakistan

China Pakistan Economic Corridor: CPEC is the name given to the development megaproject. The prime purpose of this megaproject is to connect Gwadar to Xinjiang. Gwadar is a deep-water sea in province Balochistan and Xinjiang is located in the northwestern region of China. The governments of Pakistan and China intend to connect Gwadar and Xinjiang via highways and railways. Construction of gas pipeline and establishment of optic fibers are also included CPEC. The purpose of gas pipeline is said to be for the transportation of gas and oil. In the beginning the cost of the projects of CPEC was forty six billion US dollars but it has reached \$54 billion due to the inclusion of new projects. (Tribune, 12 April 2017). The longtime friendship and presence of mutual trust between Pakistan and China resulted in the birth of such a huge and glorious megaproject like CPEC.

CPEC, apart from economic importance, has political and strategic importance, too. It is, therefore, called “game changer”. CPEC, no doubt, is a game changer for Pakistan and the region. Up gradation, extension and development of infrastructure in Pakistan is inevitable once the projects which are under construction in CPEC are completed. Moreover, the economic relationship between China and Pakistan will enhance due to CPEC. Seven lac directed jobs are said to be created in Pakistan due to CPEC. Furthermore, people-to-people contact between the citizens of both the countries will be established.

Western Route of CPEC: Western route is name given to the primary route of CPEC in Balochistan. This route is also called M-8. It is said to be the shortest route of CPEC. This route starts from Gwadar. Following areas of Balochistan come in this route:

Turbat

Panjgur

Nag

Basima

Sorab

Qalat

Quetta

Qilla Saifullah

Zhob

After Zhob, this route enters Dera Ismail Khan, an area of Khyber Pakhtunkhwa. This route then reaches to Hassan Abdal. Five hundred and fifty six kilometer of this route in Balochistan is complete. 870 Km is the total length of this road network in Balochistan.

Balochistan- Main Beneficiary of CPEC: Although there is a view that Balochistan is not going to be benefitted from the China Pakistan Economic Corridor, this view cannot be supported by facts and ground realities. Balochistan like other parts of Pakistan is a beneficiary of CPEC. In this regard Mir Sherbaz Khetran, a research fellow of Institute of Strategic Studies Islamabad writes: “Balochistan ranges second in its share from the Chinese investment in CPEC”. (Tribune, economic corridor: Chinese official sets record straight, 2 March 2015). Dr. Muhammad Khan writes “the bulk of the economic and strategic advantages of CPEC are for the Province of Balochistan.” (Zubair). He lists Balochistan as the first beneficiary of CPEC followed by Sindh. Punjab is placed in third category. He further argues that the maximum benefits of CPEC go to Balochistan.

Development Projects of CPEC in Balochistan: The development projects of China Pakistan Economic Corridor in Balochistan mainly consist of Infrastructure development, energy Sector and Gwadar.

Infrastructure:

The poorly-developed infrastructure of Balochistan will surely be shaped up with the completion of various infrastructure projects. According to official website of Government of Pakistan on CPEC “following are the main highways which are under construction in Balochistan and these projects are part of Public Sector Development Program 2016-17”. (Dawn, 2014)

Gwadar-Turbat–Hoshab Section (200Km) of Gwadar-Ratodero Road (892 Km) M-8 including Khuzdar -Shahdadkot - Ratodero (143km) - (Gwadar, Turbat, Khuzdar in Balochistan and Kamber, Shahdadkot & Larkana in Sindh)

Widening & Improvement of N-85, Hoshab-Nag-Basima-Surab Road (459 Km) (Khuzdar, Panjgur)

Zhob Mughal Kot 81 Km N-50

Basima - Khuzdar (110 km) N-30

“The highways constructed under CPEC will connect Balochistan”.
(Tribune P. , 13 November 2015)

According to the data available on the official website of National Highways Authority “Almost 85% of work on Gwadar-Turbat-Hoshab has been completed and more than 80% of work on Gwadar-Ratodero Road is complete.” (Dawn, Transport Policy: need of the day, 13 February 2017)

These highways will result in the creation of jobs. Hotels, restaurants, petrol pumps and markets will be built on these highways. People will be facilitated with construction of these highways. Farmers and businessmen dealing in crops and fruits will be able to have early and easy access to the markets due to these highways. Communication sources will, no doubt, become fast and the transporters will also be benefitted. The construction of these highways will boost the economy of Balochistan and would help to bring socio-economic change in the province.

Energy: According to the official website of government of Pakistan on CPEC “following are the prime projects in energy sector”. (News, 29 June 2015)

Gwadar Coal /LNG / Oil Power Project, Gwadar

HUBCO coal power plant 1X660 MW, Hub Balochistan

A. Gaddani Power Park Project (2×660MW)

B. Gaddani Power Park Project (Jetty + Infrastructure)

Mir Sherbaz Khetran writes: “2940 Megawatt energy is going to be generated by the energy projects of CPEC in Balochistan”. (Times, 19 November 2015). These projects will benefit the people of the province and will ameliorate the economy of Balochistan. Moreover, energy needs of the province will also be fulfilled. The generation of energy in province will help the agricultural sector of the province to develop. The domestic and commercial needs of Balochistan are deemed to be fulfilled with completion of these projects.

Projects in Gwadar: “Following are the main projects which are either under construction or be under construction in Gwadar under CPEC”, according to the official website of Government of Pakistan. (Kugleman, 9 July 2015)

East-Bay Expressway

Gwadar International Airport

Construction of Breakwaters

Dredging of berthing areas & channels

Infrastructure for Free Zone & EPZs port related industries

Necessary Facilities of Fresh Water Treatment and Supply

Hospital at Gwadar

Technical and Vocational Institute at Gwadar (Hussain, 19 April 2015)

The completion of projects, vide ut supra, will on one hand result in the development of infrastructure in Gwadar, the port city of Balochistan which is the main area in China Pakistan Economic Corridor. And on the hand these projects would help the fragile economy of the province to become robust. The conditions of fishermen and farmers will equally improve as CPEC will facilitate fishery, shipping, agriculture, livestock and other sectors in Balochistan. (Kiani, 30 September 2016)

As we know that Balochistan is a mineral-rich province. The mineral resources of this province have not been properly utilized due to lack of advanced technology. These mineral resources and other natural resources of Balochistan will surely attract the investors, especially the foreign investors, to invest in the vast field of mineral resources of Balochistan because of the Special Economic Zones which are going to be established in Balochistan. (Malik, 7 December 2015)

The location of Balochistan is quite important. It has border with Afghanistan which is connected with Central Asian Countries. The Gwadar port provides an easy access to the landlocked Afghanistan and other Central Asian Republics. Functional Gwadar port will not only create jobs for the people of the province but it will also attract large investment from both national and international investors. (Claude, 2015)

China Pakistan Economic Corridor will bring socio-economic changes in Balochistan. Life standard of the people of the province will augment. In addition of it, peace and tranquility would kiss the feet of the fate of the people of Balochistan once prosperity and economic stability come to the province. And, CPEC will, no doubt, result in the prosperity of the people in the province. (Zhen, 11 November 2015)

Methodology:

Time series secondary data has been used in this study. Data has been taken from different project which are in the pipeline and some are under progress. Books, magazines and other internet sites were also used to collect and analyze the data.

Results and Discussion:

The results were supportive to the data presented in the study. Analysis show the positive trend of analysis as there is a huge potentials for development of Balochistan through the projects which are running in the province. The China Pakistan Economic Corridor is a huge opportunity for the people of Balochistan as well as for the whole country. The study presumes that with infrastructure development, the Phase of development will be initiated and it may have a huge impact to develop the remote areas of the province of Balochistan

Conclusion:

China Pakistan Economic Corridor is no doubt an important megaproject for Pakistan in general and Balochistan in particular as Balochistan is one the main beneficiary of CPEC. The poorly-developed communication in Balochistan will develop with infrastructure development. Projects in Gwadar and energy sector in Balochistan are enough to attract foreign investment. The people of Balochistan belonging to any walk of life will surely gain benefits from CPEC. The fragile economy of this province is going to stand on its own feet due to CPEC. Prosperity and stability will come with CPEC. And, peace will follow economic prosperity.

Bibliography:

- Claude. (2015). A Path To the Sea: China's Pakistan Plan. World Affairs Journal.
- Dawn. (13 February 2017). Transport Policy: need of the day.
- Dawn. (2014). Karachi to Lahore Motorway Project Approved. The Dawn media group.
- Hussain, T. (19 April 2015). China's XI in Pakistan to cement huge infrastructure projects, submarines sales. Islamabad: McClatchy News.
- Kiani, K. (30 September 2016). With a new Chinese loan, CPEC is now worth \$62bn. Dawn News.
- Kugleman, M. (9 July 2015). Pakistan's Other National Struggle:. The Wall Street Journal.
- Malik, A. R. (7 December 2015). A miracle on Indus River. The Diplomat.
- News, D. (29 June 2015). Electricity shortfall increases to 4,500 MW.
- Times, D. (19 November 2015). Parliamentary body on CPEC express concern over coal import.
- Tribune, P. (13 November 2015). Railway track project planned from Karachi to Peshawar.
- Tribune, T. E. (12 April 2017). CPEC investment pushed from \$55b to \$62b.
- Tribune, T. E. (2 March 2015). economic corridor: Chinese official sets record straight.
- Zhen, S. (11 November 2015). Chinese firm takes control of Gawadar Port free trade zone in Pakistan. South China Monitoring Post.
- Zubair. (n.d.). Investment under CPEC rises to \$62 billion.

Zakat and Poverty Alleviation in Islam:

By

¹ Noureen Jabbar, ² Dr. Noor Ahmed

Abstract:

This paper focuses and highlights the significant role of Zakat in Islamic and economic perspective to eradicate the poverty in Islamic societies. Islam is a comprehensive code of life and deals with each and every aspect of life in a unique method as prescribed by Allah Almighty in the shape of Holly Quran. The prime objective of this paper is to examine and analyze the real meaning, origin, and functions of Zakat as well as the way it deals with poverty reduction by unique strategies creating a prosperous and welfare society.

Keywords: Zakat, Poverty alleviation, Islam, Islamic Framework, Thauheed, Khalifah, Justice,

Introduction:

The gigantic cosmos, holding whatsoever has been created by Allah Almighty.

Men, have been formed as well as granted the highest position among His entire creation as a Master piece being His Vicegerent.

The entire formations as well as physical organisms have been created providing the Human necessities right from the very beginning.

The individuals, who hold the authority in Muslim societies, must act according to Islamic obligations to satisfy the people regarding their physical wants by effectual utility of wealth as well as impartial sharing of goods and services along with complete protection from all sorts of distress and fright of starvations.

The solid commitment of Caliphs, Holly Quran and Sunnah witness the provision of sustenance and complete protection towards all people in a Muslim State.

Referring towards the phenomenon, there is an Ayath in Holly Quran clearly mentioning and commanding the Quraish for worshiping Allah Almighty only since they were granted the protection by Allah equally by starvations as well as distress of harmony. (Quran :(106:3-4)

¹ M.Phil. Scholar, (Economics) in Pakistan Study Center University of Balochistan Quetta Pakistan

² Assistant Professor, Pakistan Study Center University of Balochistan, Quetta, Pakistan

Another Hadith mentions as, “Allah Almighty forsakes the community which actually does not protect its people from starvations.” (Al-Hakim,)

The prominent first four Caliphs were completely aware of their responsibility for providing the basic necessities to deprived people in the society. Hazrat Ummar (RA) remarks, “I am surely answerable by Allah Almighty even for a death of a Camel at the bank of Euphrates, (Muhammad Ibn S’ad al.)

The significant emphasis regarding provision of food as well as common protection both of present and prospective generations permits no account regarding the occurrence of extensive scarcity in Muslim frame. Actually, the extreme scarcity as well as Islam cannot continue mutually. A truly deplorable state arises once above-mentioned Islamic obligation is compared with prevalent scarcity in Islamic states. World Bank report shows that, 34% of Pakistani people live under the (National Poverty Line, 36.9%) in the rural parts as well as 28 % in urban parts. Regarding worldwide poverty ranks, 31.2 % of people live on below US\$ 1 per day and 84.7 % live on below US\$ 2 per day. (World Development Report, (2000-2001)

The plans tackling the issue of poverty are countless. The usual plan suggested for emerging states comprises of three basics: to open up the Economy, looking for labor-intensive Growth, as well as comprehensive establishment of community services.

The instance of effective practice of East Asian states is frequently mentioned in this perspective. They attained generally extraordinary degrees of Growth as well as became successful to reduce the poverty and avoid upsurge in disparity in the distribution of income. (Azizur Rehman Khan, (1997)

According to the analysis of Sirageldin, regarding eradication of poverty using a self-evident method stating, “Islamic idea is helpful to poverty-reduction plan based on the norm of endorsing Economic Growth by useful parity.”

Further he mentions that Islamic principles depend upon discrete as well as private actions reducing scarcity. The most obvious is the institute of Zakat institutionalizing the idea of caring at specific as well as common phase. (Ismail Sirageldin, (2000)

According to Ahmad, proposing to formulate a suitable plan to pursue growth plans as efficiently as Islam has prescribed. The emphasis regarding the plan ought to be carried out upon developing the men as well as Socio-cultural atmosphere.

He stresses upon the development of the standard of life regarding entire society by Socio-Economic as well as ethical progress of the people. (Khurshed Ahmad)

Ziauddin Ahmad, another intellectual opposes that fight against paucity has to be battled upon numerous levels. The subjects like

human motivations, perimeters toward revenue purpose, market tool, and allocation of incomes plus means also the contribution of financial, economic as well as well-being strategies have to be secured all together. Consequently, he emphasizes upon the adopting the Islamic-oriented progress approach by three mechanisms: the general amount of development, the mechanism of development as well as the design of development. (Ziauddin Ahmad)

According to Ansari, pointing out that “Islam doesn’t compromise one single philosophy upon sustainable growth however it brings influential values for its recognition.

He proposes normative method to growth that has Economic, Social, as well as natural scopes. He emphasizes upon the significance of increasing Economic feature. Yet, the extensive measurement is that of common integrity. In a civilization the well-being of persons is dependent which a kind of externality. The code of joint interest is utilized establishing common optimalism in sharing of assets as well as means. Zakah and Sadaqa remains ingredient of common safety organism ensuring social integrity. He discovers that overruling stress upon conquering proficiency in resource share has paved the way polluting as well as environmental calamity. He reveals that abuse of atmosphere that comprises waste as well as destruction is a wicked deed. (Muhammad I. Ansari)

Chapra too says that contentment of the material desires involves the growth of entirely human as well as material means and sharing of incomes as well as capital efficiently enough to meet the desires of all mankind.

Further he says that “it is not allowable by Islam to inflict wounds to mankind as well as atmosphere the deterrence of extreme exhaustion of Non-renewable natural assets as well as damaging the atmosphere, that is equally detrimental for the existing as well as upcoming generation. He trusts largely upon multiplying of SMEs as a tool of poverty reduction as well as Economic retrieval. (M. Umar Chapra)

History of Zakat:

To comprehend the true meaning of the word “Zakat,” in the context of present time, it would be appropriate and essential looking back at in what manner it was created with the dealings as well as conditions that formed the Prophet Muhammad’s (PBUH) time period. As Islamic intellectuals attempt approaching the current subjects they frequently go back toward the Holly Quran as well as the hadiths to better comprehend how to cope with these subjects. It is then essential delving into the history in order that current problems could be interpreted too. As far as poverty alleviation is concerned, Islam presents two essential methods dealing with the issue.

Sadaqa, is to be carried out voluntarily, as well as, Zaka to be carried out obligatorily.

Both Sadaqa and Zakah, has frequently been tangled right through the past, remain the major concern while addressing the study of poverty as well as the underprivileged in the Quran. (Bonner, Poverty, 1996)

Whereas a stress on the Zakat is the focus of this study, it is imperative remembering that the two expressions were time and again puzzled, particularly in the early fundamentals of Islam. It remains too significant remembering that there is an obvious difference between the two ideas, which turns out to be flawless in later Islamic act as well as practices. If we have to comprehend how these resemblances as well as dissimilarities rest, it is significant returning toward the basis of Islam prescribed in the Seventh century by the Holy Prophet Muhammad (PBUH).

While the administrative, common, as well as other organizations i.e., were working for the Islamic growth, presently they are neither found nor do they maintain their weighty influence upon the manner the religion is understood. As these organizations are not found today, the philosophies as well as faiths that assisted establishing the organizations have stayed in parts of the Quran as well as other features of Islam. Some of the subjects brought upon as of this era to be poverty. It remained a significant matter regarding newly Islamic laws then thus turns out to be a huge element of initial debates associated with Islamic laws. (Bonner, Poverty, 2005)

Element regarding the motive remained the stress upon financial program, known to be unique significant element of Prophet Muhammad's (PBUH) realm. (Rodinson, 2007)

The debates regarding the issue reveal a type of "economy of poverty" being existed in Muslim philosophy as well as practice. (Bonner, Poverty)

That remains obvious that endurance existed amid the Pre-Islamic realm as well as the early Islamic realm. (Bonner, Definitions)

A lot of methods in which resources were allocated in the Pre-Islamic realm also dealing with underprivileged would then be implemented through Islamic act. Unique methods that were created in initial days of Islamic development implemented pre-Islamic ideas were the manner by that they perceived the necessity regarding the reallocation of properties. It was supposed by the Arabian traditions that properties comprised a profit that required to be provided; to establish an association between the donor as well as the getter. (Bonner, Poverty)

This brought an unsatisfactory association between individuals with wealth and individuals without wealth.

Islam challenged that to cure this state in founding an awareness of return in the Holy Quran in as a method making the association further equivalent. (Bonner, Poverty)

The Holy Quran prescribed a design for a fresh instruction for civilizations, by that the deprived must be preserved further justly than beforehand. (Ibid)

To provide the financial protection to the poor people in a fair way, it was essential to create organizations being fully operational so that the underprivileged could be assisted in fairly efficient manner. Regarding that purpose donation as well as the recurring of capital equally helped in significant contribution in Islam. Yet, it stayed a believer's association to Allah Almighty that turned out to be the most essential regarding poverty and in what manner the contributions were described in Islam. The Quranic philosophies of the "purge" as well as "flow" of possessions exemplify a specifically Islamic manner of theorizing assistance, kindness, as well as paucity. (Ibid)

Prophet Muhammad (PBUH), the main contributor regarding the initial Islamic laws as he was the Messenger, performed a key part the method Islamic acts addressed this issue. The Holy Prophet (PBUH) too went through the pains of having no parents also because of that his initial revelations, acknowledged as the initial Suras of Mecca highlight kindness as well as almsgiving. (Ibid)

These practices highlighted alms giving as well as bounty perhaps more than any other kind of action, a subject that was practiced in late revelations too. During the period of Prophet Muhammad's (PBUH) demise the subjects of Poverty in the Quran had been separated into two different areas, voluntary alms giving, or Sadaqa, as well as involuntary alms giving, termed Zakah. (Ibid)

Together the Sadaqah as well as the Zakah illustrated upon pre-Islamic ideas of aid; though, they remained radical during the period also would have created fairly a disturbance among the people of the pre-Islamic age. The subject of altruistic deeds was so significant as well as provocative that it even created an uprising right after the demise of Prophet Mohammad (PBUH). This battle, famous like battle of the Ridda or "Apostasy," remained an uprising during the Arabian Peninsula of individuals who had lately accepted the religion. (Ibid)

The rebellion was placed done also the Zakah, which is what they were objecting, turned out to be the elementary spiritual responsibility for all the Muslims. (Ibid)

It may not be emphasized to what extent the significant conditions as well as prevailing philosophies concerning issue of poverty remained in the expansion of Zakah as well as further approaches of the issue to be eradicated under Islamic act. All of these factors assisted creating what remains today perhaps the supreme extensive instrument regarding this grave issue in the Muslim societies. Societies utilizing methods of Zakah are founded globally also they all utilize some elementary ideas while approaching Zakat. It remains the significant of

the other “Pillars of Islam,” that are accepted in all divisions of Sunni Islam. (Benthall, 1999)

As far as the word Zakat is concern, it comes as of the origin (Zky,) that deals with to purify in addition to the setting of the Quran “Zakat is that which cleanses wealth.” (Bonner, Poverty)

The Zakah remained not so much assistance to be meant that the individuals had been granting to the underprivileged, rather it remains the awareness that they have been recurring what they are indebted to Allah in return for their capital. According to the website for Islamic Relief USA, remarking that, “to pay Zakah “stands” reminding Muslims being grateful of the benedictions which Allah has conferred to them, also helping to enable individuals who own nothing.” (Islamic Relief Fund, 2015)

So, the contribution of the Zakat remains significant for helping together the donor as well as the getter. The donor is cleaning the “share that is, too oneself, with a control upon one’s voracity as well as rigidity to others ‘sorrows.’” (Benthall)

The getter remains too to be cleaned “from jealousy as well as hate of the wealthy.” (Ibid)

This idea to purify enhances an ethical role toward the Zakat as well as the well-being role of the Zakat. This notion of an ethical role aids adding prominence toward the Zakat also many trust that without the adherence to the Zakat the “effectiveness of true Muslim remains invalid.” (Ibid)

That is why, Zakah is frequently run via the Office of Religious Affairs, equally remains the issue in Pakistan. (Toor and Nasar, 2004)

Islamic Framework for Poverty Reduction:

Islamic agenda to regulate human deeds in the world is founded upon three philosophies: Thawheed, Khillafah as well as Adallah.

Thawheed (Unison):

This code remains the basis structure for the Islamic trust. In accordance with method of Islam to cover entire features regarding life focuses its perception from this code. It presents that the cosmos is formed as well as getting completely devised exclusively by Allah Almighty. All formation huge or small with men has been formed for a resolve. These codes lead Allah-men, as well as men-life relations. Thawheed leads a Muslim which he also environment remain measure of similar world also mutually remain to be controlled through the heavenly rule. Theoretically, it makes consistency between the carnal as well as human measures of the world. Ethical as well as spiritual incentive stands thus made protecting the atmosphere also keeping it unpolluted and in maintainable form.

Khalifah (Vicegerent):

Men being the Vicegerents of Allah in the world, as he has been granted wealth as well as material and rational abilities changing discrete as well as communal settings to live a decent life. Allah has retained a dignified extent of natural means in the world eternal mankind subsistence. That measure remains satisfactory regarding happiness comprehensively if it's utilized capably as well as justifiably. He remains exhilarated making balanced judgments regarding distribution of wealth in making also ingesting deeds.

Though, he remains not the lone one to be a Khalifa as well as there are many others who are Khalifas like him. His actual trial depends upon exploiting wealth in 'fair' and 'equitable' method achieving the happiness of all on maintainable base. (M. Umar Chapra)

The Khalifa code consensuses a distinguished rank to human beings in the world. (Quran, 17:70)

It allocates a task to the life of man as well as woman. Their task remains acting in line with the directives of Allah and His Messenger (pbuh) all the time of their lives despite getting permitted. That should be named as true devotion.

Holly Quran speaks that mankind as well as Jins are formed regarding Allah's devotion. Men ought to be submitting toward Allah and none and he subsists for no other task but His.

His actual residence remains afterlife there he would be satisfied or chastised as stated by in what manner he has observed or diverged as of the given task in the world. The idea of Khalifa needs many inferences that are mentioned as:

Common Union:

An agenda is run by the Khalifa regarding common parity as well as common union.

This agenda yields a elastic common construction that inspires a man growing on the foundation of efficacy as well as decent character. It presents common parity among people regardless of color, race, and geography. These features endorse helpful collaboration as well as common allocation of wealth.

The private utility as well as income expansion manners remains not reliable by the position of Khalifa. (Quran, 2:30, 6:165, 35:39)

Trusteeship of Wealth:

The wealth by the clearance of Khalifa remains in the form of trusteeship that virtually doesn't suggest annulment of privately owned assets. It conveys a quantity of inferences that make important variance regarding idea of privately owned possession of wealth according to Islamic act as well as other Economic methods. (Chapra,)

First, the resources are for the benefit of all and not just for few. (Quran, 2:39)

Secondly, the possession of wealth ought to be attained in fair mode. Thirdly, the profit from that wealth should be spread to everybody also not solely to the possessor as well as his family. Fourthly, nobody is permitted destroying, wasting or polluting natural wealth. Holly Quran advices the Muslim not to spread harm. (Quran, 2:205)

While Hazrath Abu Bakar (RA) led a military, He spoke to his chief not to destroy comprehensively or abolish plants or animals even in the opponent land.

Consequently there remains completely no possibility for destroying plants, jungles, and removal of crops into oceanic for pursuing revenue by unlawful means. (Abu al.-Hassan Ali, (1969)

Humble Life:

Khalifa, should have a very humble and simple life to avoid showiness as well as pomp's. He has to refrain from luxury. Quran speaks "Do not be profligate; assuredly Allah does not like profligacy." (Quran, 6:141)

Prophet (PBUH) and his Caliphs had a completely humble life.

And so, Khalifa matching the model must have a humble life. This allows him releasing certain wealth to spend on others pleasing Allah Almighty. Furthermore, he saves making donation. As advised by Prophet (PBUH), "Help your people to be prosperous enough avoiding to be obliged to beg."

Islam has prescribed the Zakat as a unique way to provide protection in coming days. So it is obvious that poverty could be curbed at Micro level provided that every citizen in the society adopts a humble life as well as donate something out of his wealth to the poor people. (Sahih-al. Bukhari,)

Adalah (Justice):

Holly Quran strongly emphasizes to maintain fair as well as impartial system in the society for all people to eradicate impartiality, cruelty, and suppression. (Quran57:25.)

As remarked b Chapra, "The Holly Quran mentions regarding the impartiality more than hundred times expressing and stressing the importance of Justice." (Chapra)

As the Holly Prophet (PBUH) has advised, "Stay away of tyranny to avoid the wrath of Hell on doomsday" (Sahih Muslim, (1955)

There is safety in fairness as well as agnosticism however there is no safety in unfairness as well as faith. (Chapra)

So if the employees get fair pays as well as small peasants get fair costs regarding their yield as well as production, this process will lead to have a competition in the Market, and surely there will be reasonable reduction in poverty.

Conclusion:

Islam prescribes at least three effects favorable toward the issue of poverty reduction.

(i) Basic Necessity Provision:

The ideologies of union as well as trusteeship rationally infer joint allocation as well as utilization of wealth toward material necessities of all people may meet in a suitable phase. Especially, it remains combined responsibility of the Islamic community taking care of elementary necessities of underprivileged. (Abu Muhammad Ali ibn Hazm,)

There remains thorough accord regarding each institution in Islam on this issue. (Dr. M. Siddiqui,)

(ii) Individual Earning Opportunities:

As a Khalifa, the main task regarding basic necessities depends upon him. Hence, the Jurists have emphasized the individual responsibility of each believer striving as well as earning profits for himself as well as his offspring. Though, a believer might not be capable fulfilling the obligation to earn provisions if opportunities of private as well as paid work remain accessible. Therefore, it turns out to be common responsibility providing equivalent work provisions to everybody. The system regarding useful actions must be drawn-out through nook and corner of the state wherein the deprived might take part. Though, there is likelihood that a lot of individuals may be left out, like physically disabled, jobless as well as some since lacking the proper ability. Notwithstanding such individuals must be given the common protection by institutions which might have any method like family, helpers, neighbors as well as philanthropic institute. (Chapra,)

The Government comes in providing that those actions remain insufficient meeting the elementary necessities of such individuals.

(iii) Equal Sharing of Revenue as well as Wealth:

According to Muslim agenda fairness remains at the same time as significant as effectiveness. Effectiveness persuades growing as well as fairness extensively extends its produces to reach toward the deprived. Therefore to be successful regarding poverty reduction remains the combined outcome regarding Income Growth as well as its allocation. According to act of Islam it is permitted simply slight variance in profits of the individuals which are produced by usual issues like inventiveness, ability, exertion, as well as possibility. These variances may not crop risky disparities by the effectiveness of Zakat, Sadaqat as well as heritage rule. There remains no reason for focus of wealth in limited individuals. That remains the message of Quran, “wealth does not flow one among your rich”. (Quran, 59:7)

Achieving the aim of income fairness, it remains therefore vital restructuring the common actions plus the Economy according to Islamic lessons.

References:

Al-Hakim, al.-Mustadrak ala as Sahihayan, Vol.2. p.12

Abu al.-Hassan ali ibn Muhammad al.-Muwardi al.-Ahkam al. Sultaniyyah (1969) p. 34

Abu Muhammad Ali ibn Hazm, Al.-Muhalla, Vol. 6. p. 156:725.

Azizur Rehman Khan. Globalization, Liberalization, and Equitable Growth. The Pakistan Development Review 36:4 (1997), p. 916.

Benthall, Jonathan. "Financial Worship: The Quranic Injunction to Almsgiving." The Journal of the Royal Anthropological Institute, 1999: 27-42.

Bonner, Michael. "Definitions of Poverty and the Rise of the Muslim Urban Poor." Journal of the Royal Asiatic Society, 1996: 335-344.

Bonner, Michael. "Poverty and Economics in the Qur'an." The Journal of Interdisciplinary History, 2005: 391-406.

Chapra, op. cit. pp. 207-212.

Dr. M. N. Siddiqui, in Distributive Justice and Need Fulfilment in an Islamic Economy by Munawar Iqbal, International Institute of Islamic Economics, p. 257.

Islam Relief USA. 1993-2015. www.irusa.org (accessed 2015).

Ismail Sirageldin. Elimination of Poverty: Challenges and Islamic Strategies. Islamic Economic Studies 8:1 October (2000)

Khurshed Ahmad. Studies in Islamic Economics. The Islamic Foundation. pp. 171-184.

M. Umar Chapra. Islam and Economic Development. The International Institute of Islamic Thought and Islamic Research Institute, Islamabad. p. 7. and pp. 104-113

M. Umar Chapra. Islam and the Economic Challenge. The Islamic Foundation and the International Institute of Islamic Thought, (USA). p. 203

Muhammad Ibn S'ad al.-Tabqat al.-kubra, Beriut. Vol. 3 p.305

Muhammad I. Ansari. Islamic Perspectives on Sustainable Development. The American Journal Of Islamic Social Sciences (USA). p. 400

Quran, 2:30, 6:165, 35:39.

Quran, 2:39.

Quran, 2:205.

Quran, 6:141.

Quran, 17:70.

Quran 57:25.

Quran, (106:3-4)

Rodinson, Maxime. Islam and Capitalism. London: Penguin Books, 2007.

Sahih-al. Bukhari, Vol. 3. p. 1006.

Sahih Muslim (1955), Vol. 4, p.199 6:56.

World Development, Report, 2000-2001. p. 281

Ziauddin Ahmad. Islam, Poverty and Income Distribution. The Islamic Foundation. p. 27

Martin Anderson Nexo's Novel "Pelle" the Conqueror"

A Marxist Perspective:

By

¹Javed Akhter, ²Dr Najia Asrar Zaidi, ³Shahida Sher Muhammad

Abstract:

Martin Andersen Nexo was the most eminent Danish Marxist proletarian fiction writer of the twentieth century. He came from the working-class family background and wrote short stories, novels and essays about the plights and sufferings of the proletariat class. His novel "Pelle, the Conqueror" (1906) is one of the greatest proletarian novels in world literature. Pelle, the protagonist of the novel emerged as the self-realised and class-conscious proletarian leader from the obscurity, drudgery and poverty of his rural peasant and shepherd background. He was a common labouring lad, who served as a herd, shoemaker's apprentice and qualified shoemaker. The novel enjoyed enormous success and popularity that conquered the hearts of the proletarians and peasants of the world. The novel is also neglected in academia, criticism, literature and the world of research. The purpose of this research paper is to conduct a textual analysis of this novel, as a research method on the bedrock of Marxist literary hermeneutics in an innovative and new way, tracing the all-round development of Pelle's personality who succeeded to organise his fellow-proletarians on the platform of the Corporative movement, trade union and socialist revolutionary movement. He founded the garden-city for the betterment of his fellow-proletarian comrades.

Keywords: Self-realised and class-conscious proletarian leader, Autobiographical notes, Social realism, Marxism, Reformist Socialism

¹M.Phil. Scholar, Department of English Literature, University of Baluchistan Quetta Pakistan

sangatjavedakhtar@gmail.com

²Associate Professor, Department of English Literature, University of Balochistan Quetta Pakistan

³Lecturer, Department of English Literature, University of Balochistan Quetta Pakistan

Introduction:

The personality of Nexo is multidimensional and the short description provided here draws on details furnished by numerous sources (including Bras-Barret, J. L., 1969; Yde, H., 1994; Korst, S., 1998; Jespersen, O., 2007 and Ipsen, K. E., 2008) which are not different in terms of the basic information they provide about the life and works of Nexo. Born into a large wretched and impoverished family in the area of the slums and squalors of the district Christianshavn in Copenhagen, on June 26, 1869, he was the fourth child of eleven children of an impoverished hardworking stonecutter. When he was eight years old, his family accepted the pauper's repatriation offer and shifted to Nexo, a town on the Island of Bornholm in Baltic of whom he adopted as his last name. He spent his early childhood in the town Nexo on his beloved Island of Bornholm in the Baltic, where he served as the herd boy, shoemaker's apprentice, stonecutter and bricklayer. After six years of doing these jobs, he helped his father with his stone cutting work. He attended a folk high school in Nexo with the help of a patron. In this school, he made his first acquaintance with literature and journalism. Actually, he was a passionate writer from an early age, making notes on any scrap of paper that he could find anywhere. After completing his school, he served as a teacher in a Grundtvigian folk school until he got tuberculosis. The donors of the school managed to send him to Spain and Italy for medical cure. His first book of stories was published when he returned to Denmark. Afterwards, he won his bread exclusively by his writing after 1901.

Nexo set out for travelling in Southern Europe during the mid-1890s. He got the wind of the economic plights and sufferings of the proletarians which prevailing everywhere. These feelings actually crushed and compelled him to write for class-rights of the peasants and proletarians. He discovered the proletarians' sufferings, extreme economic exploitation and deprivation. Thereafter, his attention directly attracted towards the very issue, concerning to the proletarians which he put in his writings. While staying in Spain, he wrote his book "Days in the Sun" (1903) which was mostly based on his trips of Southern Europe. He was a highly introverted pessimist author in his early writings like his contemporary writer, Johannes Vilhelm Jensen. His early novels were based upon pessimism and themes of decadence in manner, which were mostly common trends in art and literature of Europe and America in the turn of the century. Afterwards, his world-view was gradually transformed from pessimism into optimism. He actively participated in the Social Democratic labour Party and later he joined the Danish Communist Party after the First World War. As F. Ingwersen and N. Ingwersen state that, "*Martin Anderson Nexo had joined the Danish Social Democratic Party in 1910, but was dismayed by the craven response of European Social Democracy to the First*

World War in 1918; quit the party out of disgust with its right-wing leadership. From then on he was a committed and quite uncritical supporter of the USSR; he played a role in the formation of the Danish Communist Party in 1923 and was at one stage on its central committee" (Ingwersen, F and N. Ingwersen, 1984, Pp. 11-13). After signing the North Atlantic Treaty (NATO), he left Denmark in 1949, and settled forever in Eastern Germany as an honorary citizen, where he lived until his death. Nexø became a staunch supporter of the Soviet Union after World War I. Despite his hard political struggle for the proletariat cause, he remained a controversial author in Denmark between the first and second world wars, due to his communist political ideas and activities. During this time, he spent seven years in Germany and visited the Soviet Union a number of times. He spent many years in Denmark, the Soviet Union and East Germany after World War II.

Nexø's novel "A Fighter" (1896) is about the miserable living and working ethos of hired labour and tenant peasants in Denmark of the era. It had far-reaching and profound influences through a large reading public in the Folk high schools. His outstanding novel "Life Drips Away" (1902) is based upon remarkably sensitive accounts of his sojourn among the poor people in the Mediterranean, where he had gone to discover from tuberculosis. His most famous novel "Pelle, the Conqueror" (1906-1910) was one of his best-known and the most translated works based upon the themes of the films DDR-FS "Pelle der Eroberer" (1986) and "Pelle Erobreren" film (1987). A four-volume English translation of "Pelle, the Conqueror" published in 1913–1916. In 1989 and 1991, a revised version of an English translation of parts, one and two was published. Bille August filmed the first part of the novel in 1989, which received the Academy Award for the Best Foreign Language Movie. Although the Academy Award-winning version was filmed in 1987 on Nexø's novel bearing the same title, it alters the focus of story considerably. Today "Pelle, the Conqueror" forms a part of the Danish literary canon for teaching in Danish lower and upper secondary schools and the film adaptation of 1987 is now included in the Canon of Danish Art and Culture. Recently in 2013 the Danish National Open Air Museum used "Pelle, the Conqueror" in the production of educational materials for schools, focusing on rural life for children in Denmark at the end of the nineteenth-century. A musical adaptation of "Pelle, the Conqueror" aims at all ages, is also performed throughout the summer of 2013, set in the museum grounds. As part of the publicity for this production it is stated that despite the story being from the 1870s, it still addresses the problematic issues that young people face today as they form their identities and try to make the best out of life. The possibility of

producing a film version of the last volumes of the novel is thus illustrating the interest in “Pelle, the Conqueror” that means the novel is still very much alive.

Nexo’s novel “The Living Land” (1916-20) is a trilogy about the wretched Danish rural workers and peasantry before the First World War. Nexo is massive naturalist and at his best particularly in “Ditte, Daughter of Mankind” in five volumes (1917–21), he approaches the most eminent American naturalist novelist Theodor Dreiser. It delineates the life of a wretched, impoverished but valiant and loving proletariat girl, Ditte for whom there is no escape from exploitation, oppression and deprivation. She has undergone an acute economic exploitation and oppression, representing what is best in the proletarian class. Her only weakness is a lack of hate and protest against those who rule her life. She is in fact the female counterpart of Pelle, who personifies the objective socio-economic and political ethos of the proletarian women of the time. While this novel gives a gloomy portrayal of the proletarians than “Pelle, the Conqueror”. Nexo’s optimistic views are observed in Ditte’s self-sacrifice and love, which she and many other characters of the novel reflect in their behaviours in spite of their appallingly impoverished living and working conditions. Nikolai Stepanovich Chernykh, the most eminent Soviet astronomer discovered a minor planet in 1979 and named it Ditte. A Danish film entitled “Ditte, Daughter of Mankind” was based on the version of the first part of the novel that was released in 1946.

Nexo’s collected short fiction appeared under the title of “From the Soil” in three volumes. (1922-1926). His book “Toward the Dawn” (1923) provides the enormous material about his pleasant personal experiences and his nostalgic Reminiscences of ante-bellum years in the Soviet Union. Its English translation was published by the title of “Reminiscences” two volumes. (1932–39). Selections from these volumes appeared in the form of English translation entitled “Days in the Sun” or “Under the Open Sky” (1932-39) that is two volumes of memoirs about the years of Nexo’s youth in Denmark of the 1890s. It sheds light on his political commitment and dedication to the Corporative movement and Social Democratic movement until the First World War and his later conversion to the leftist Marxist politics. These books and his “Memoirs” (1932) give a fascinating account of his early life and conversion from social democracy to socialism. “In God’s Land” (1929), is his much-debated novel. It is a harsh critique of the complacency of wealthy Danish feudal lord during the period of agricultural inflation brought about by the First World War. It deals with the cabal of a majority of Danish farmers who has enriched themselves by profiteering during the First World War and in the years

of hunger in Europe. These rich farmers believe that they are chosen by God. Nexø wrote a novel "The Sea King" (1930) in which combination of social realism and revolutionary romanticism about the miserable living and working conditions of Danish seamen prior, during and post the First World War, may be seen. His novel "Idealists" (1945) is a satire on the host of escapist theories and philosophies, such as World Federalism and psycho-analysis, which bemused factions of the European middle classes in general and those of Denmark in particular in the aftermath of the Second World War. Nexø's novel "Frydenholm" (1962) is about the different responses and reactions to Nazi occupation of Denmark during the Second World War.

Nexø's two-volume sequel to "Pelle, the Conqueror", "Morten, the Red" (1945) is in fact a continuation of "Pelle, the Conqueror". It is a story of the political upheavals of the late 1930s. The figure of Morten is one of the minor characters in "Pelle, the Conqueror" as an old comrade of Pelle. In this novel, he is a Copenhagen proletariat who develops as the protagonist of the novel and Marxist militant. He is antidote of the donothingism of the established trade unionists and Social Democratic leaders, as embodied in the person of the elder Pelle, on whom Morten occasionally comments. Nexø's later novels reflect his political support to the Soviet Union. He wrote a trilogy "Morten, the Red", "The Lost Generation" and "Jeanette in his later years from 1944 to 1956, which ostensibly followed "Pelle, the Conqueror" as its next part that unfortunately remained incomplete. It is considered Nexø's masked autobiography. Nexø was arrested by Danish police in 1941 during the Nazi's occupation of Denmark for his firm Marxist conviction. After releasing, he set out for Sweden and later for the Soviet Union where he began broadcasting to Norway and Denmark. Finally, he shifted to Dresden in East Germany after the Second World War. A Gymnasium High School in Dresden was dedicated to his name as Martin Andersen Nexø Gymnasium High School. He died in Dresden on June 1, 1954, where he had been living since 1951. He was entombed in the Assistens Søren Kierkegaard in the Nørrebro beside Copenhagen.

Literature Review:

The proletarian novel took a new turn in 1906 with the appearance of the most famous proletarian Danish novel of Nexø "Pelle, the Conqueror" (1906-10). He was one of the most eminent earliest Marxist proletarian novelists. He wrote for the landless agricultural peasantry and industrial proletarians, which had been signally non-existent in Danish literature. "Pelle, the Conqueror" is a remarkable novel by a remarkable man. The novel set Nexø in the first

rank of Denmark's men of letters and internationally prominent novelists. The European Social Democratic critics highly appraised the novel everywhere for its interesting story of the marginalised, wretched and impoverished Swede immigrant-labouring lad, from his poverty, obscurity and drudgery to the proletarian leader in the urbanised and modern Marxist revolutionary proletariat movement (Houmann, B., 1975, Pp.121-122). Moreover, George Lukacs also hailed the novel with unrestrained enthusiasm in 1947 (Houmann, B., 1975, Pp. 290-294). "Pelle the, Conqueror" inspired Vladimir Lenin who met Nexo and received a copy of the first volume of the novel from him in 1922 with his signature (Shcherbina, V., 1974, p. 16).

"Pelle, the Conqueror" possesses autobiographical notes because Pelle shares many striking similarities with Nexo's story of life. Otto Jespersen refers it as an autobiographical novel in the "Note" on "Pelle, the Conqueror" (Jespersen, O., 2007, p. 1). The reviews of The New York Times, 1913 and The Literary Digest, 1918 regarded the novel as an autobiographical (The New York Times, 1913, p. 1). The reviews of "Pelle, the Conqueror" published in the early 1900s in newspaper articles from a variety of countries, highlighted many parallels between the author and the hero of the novel. Furthermore, Nexo was able to draw on his own, early writings from his time on Bornholm. In 1893, Martin Andersen (later Martin Anderson Nexo) had written his first article entitled "St. Hansaften paa Bornholm" published in *Fyens Tidende*. It is a detailed and lively account of the Midsummer's Eve's festivities on Bornholm. Later, he reproduced much of this article in chapter XVIII of "Pelle, the Conqueror" whereby, he describes the Farm Workers' Midsummer's Eve Outing. Nexo wrote to Waldo Browne, referring to his personal experiences from his childhood (Nexo, M.A., cited in Houmann, B., 1975, p.377).

Borge Houmann incorporated several critiques and reviews of "Pelle, the Conqueror" in "Omkring Pelle Erobreren" (1975), written for various newspapers of Denmark between 1906 and 1910. Knud Gjesing describes Nexo as one of the four international eminent Danish writers (alongwith H.C. Andersen, Johannes Jorgensen and Soren Kierkegaard)" (Gjesing, K., 1994, cited in Nilsson, Sophie-Anne C., 2014, p. 15). Much of criticism of "Pelle, the Conqueror" revolves around Nexo's realistic style. Ingerborg Peterson wrote to Nexo soon after the publication of "Pelle, the Conqueror", that, "Your book is a realistic idyll without equal" (Petersen, I., cited in Houmann, B., 1975, p.26). The novel received some extremely positive reviews in America with praise being made with The New York Times, describing the novel excellent (The New York Times, 1913, p. 1). A review of The Literary Digest of 1918 calls attention to the realist portrayals of the novel (The Literary Digest, 1918, p. 40). Nexo became popular for his

realism in America. The reviewer of The New York Times wrote about the popularity of Nexo that, "*No reader with any sympathy for human nature can escape the charm of Pelle's boyhood. Martin Anderson Nexo is not destined long to remain, so far the American reading public is concerned, an unknown author*" (New York Times, p. 1). Bojer particularly appraised him for his realism (Bojer, 1921, p. 52). Joel Johanson regarded "Pelle, the Conqueror" in The Sewanee Review Quarterly, as "*...the true epic of labour*" (Johanson, J., 1919, p.225). In his review for The Bookman, Rupert Scott first bemoans the general lack of Scandinavian literature available in English and the haphazard way in which it comes, before continuing to praise the 1913 translation of "Pelle, the Conqueror". "*A word of sincere thanks is due the publishers for the production, in a translation of remarkable excellence, of a work so big in actual physical scope, so big also in the portrayal of an existence, which is typical of thousands of other existences. The book is written with that care, that completeness of workmanship is a characteristic of modern Danish prose. There is an apparent jumping over important events to linger on details, a style which has been peculiarly Danish ever since J.P. Jacobsen ... Yet when we have finished the book we realise that nothing essential has been missed, that the mass of detail has only served to fill in the picture, more completely to add richness to its vivid colouring*" (Scott, R., 1916, cited in Houmann, B., 1975, p.133).

These reviews describe that, on its publication in 1913, English translation of "Pelle the, Conqueror" was extremely well received in the USA with a strong focus on the way in which Nexo portrays life of the proletarians and the humble life from within instead of viewing it from afar. Praise is also given to Nexo's willingness to show life in all its 'sordid' and unpleasant details that are at times fascinating while at others repulsive. Knut Hamsun, the Nobel Prize winner Norwegian author in Literature, wrote in the oldest continuously published magazine in the English-speaking world, "The Spectator", that it prides itself on being non-partisan and not afraid of controversy (The Spectator, August 9, 1913, p. 22). The review mentions that the novel is "*something out of the common*". The review also draws attention to the realism in the book, stating that, "*There is no plot, but the detailed realism of the life at the farm is presented firmly and vividly*" (The Spectator August 9, 1913, p. 22). Other reviews also draw attention to Nexo's realist portrayal of life among the proletarians with the insight of one who knows what it is really like. The reviews further comment on the starkness of the life, Nexo portrays and on his sympathy with the working classes. "*Here in a stern and faithful book you have presented that life in contact with the earth, removed from ideas except as they are implicit in any work, and almost savage in its astonishing lack of idealism. It is not an attractive picture. One can feel that this*

existence is real and full-blooded, and yet lament its extraordinary coarseness, its cruelty, and its contempt for anything that is old and feeble. Pelle, the boy is beautifully drawn, and the gradual growth of his independence, as he realises that his old father is despised by the rest of the farmhands, even by the women, is rendered carefully and sympathetically. We hope that this initial volume will meet with a reception that will justify the translation of the others” (The Daily News and Leader, 1913, cited in Houmann, B., 1975, p.122).

“Pelle, the Conqueror” also received very favourable reviews and the book was considered as a success, rating it as one of Fjord Press’ top three “bestsellers” with two printings selling 6,000 copies. Among the reviews, The New York Times drew particular attention to the fact of it being the only novel that has not been censored, highlighting its restoration of aspects of the author’s writing. Again, there is praise for the humour and social passion of the novel, although this is attributed to Nexo. *“After nearly a century, a classic novel about the rise of the proletariat, widely translated and read (especially in the Soviet Union) is finally being published in a fine unexpurgated and unabridged English translation”* (The New York Times, 1913, p. 1). A further review in the New Republic states that, *“To Nexo, there is nothing clean or unclean...he brings to our sympathy that rich, earthly, immemorial strain of sex and hunger and primitive necessities, gives it a modern embodiment that is...sincere feeling”* (Experience Plus, 2010). The effect of realism in Nexo’s text highlights the political content and ideology of the time with little emphasis on the style of writing and more on the content, themes and how these connect with his own political views and strongly voiced opinions. As Henrik Yde states that, *“All of the major works on Martin Anderson Nexo either have a political or politically cultural approach, or they follow a political or politically cultural discussion in their conclusions”* (Yde, H., 1994, p.22). Furthermore, Yde recommends that a comprehensive analysis of Nexo’s works are to be undertaken, investigating the author’s *“...poetical universe and its internal development over 60 years”* (Yde, H., 1994, p.23).

Nexo uses popular realism to produce the real socio-economic and political conditions to force the reader to enter the world and believe fully in it. It is important for the book that the reader does enter this world wholeheartedly and with full sympathy for the main character Pelle, as this builds the foundation for the following three books in the novel. Nexo received appreciations from many of his contemporary authors, regarding the realism in “Pelle, the Conqueror”. Otto Rung (although referring to the second volume of “Pelle, the

Conqueror” wrote to Nexo in 1907, regarding his ability to gain his readers’ sympathy for his characters: “*You have an ability, for which I envy you greatly, that is to win the readers over to your characters*” (Rung, 1907, cited in Houmann, B., 1975, p.362). Some authors highly appraised Nexo for his realist description of the events in “Pelle, the Conqueror”. In “The Modern Breakthrough: The Rural Rebellion”. In: S.H. Rossel, ed., *A History of Danish Literature*” (London: 1992), Niels Ingwersen appreciates the novel as a masterpiece (Ingwersen, 1992, p.312). Niels and Faith Ingwersen write that, “*Nexo’s writing is most compelling when he utilizes the heritage-folklore and the Bible-of his proletarian origin and fuses social realism with myth*” (Ingwersen and Ingwersen 1984, Pp. vii-viii). Nexo’s critical use of almue culture and the folkloric situates him in the vanguard of the folk realists whose work had a profound influence on the contours of the late nineteenth and early twentieth century Danish Literary landscape.

In the first volume, Pelle does not conquer much more than the readers’ sincere sympathy. “*It will then be the author’s job to justify his title as conqueror over the next three volumes, as everyone with a good sense of literature awaits with yearning*” (A.T., 1906, cited in Houmann, B., 1975, p.69). The most beautiful protest against everyone is one-sided and therefore superficial vision of the proletarians’ life can be found in this book. Nexo has striven to give the whole truth – not just one side that turns against the dark but also the side that faces daylight ... “*The book is so rich and complex, that even the holy have found a little place for them*” (Bjerre, A. 1906, cited in Houmann, B., 1975, Pp.71–72). The readers know perfectly well about farm life, the same sounds of nature, the same animal-like eroticism and the same vulgarity. Only there are more kinds of these unappealing pictures, and they are captured with greater sharpness than by the other authors. Interestingly, Nexo’s reliance on folklore departs radically from earlier nineteenth century uses of folklore as part of a Romantic nationalist project of the bourgeois nostalgia such as that found in Rasmus Srensen, B. S. Ingemann and later, Holger Drachmann. Like members of the almue, Nexo relied on oral narrative, folk belief and other forms of folklore as part of a sustained critique of class-division, exploitation and wretchedness of the rural poor peasants by land-owning feudal lords and de facto structural impediments both to community progress and individual development.

Nexo’s almost revolutionary message of social responsibility and the need for a Marxist egalitarian socialist social formation filtered through to the Danish polity in diluted form and likely contributed early on the socio-political debates that ultimately led to the modern social welfare state. Despite this far reaching impact, over the earlier

decades of the twentieth century, his predominantly Socialist “Pelle, the Conqueror” along with many of his other works, disappeared from the Danish cultural landscape. Aakjer resents the brutality, Skjoldborg savours it, and Nexo presents it coldly and without passion. He exudes coldness. *“There are shattered lives in the book that are regarded with great sympathy. Nonetheless, we freeze in Mr Andersen Nexo’s company. ... In addition, the day when the people receive this book with open arms, they will be just as finished as are the Bourgeoisie, where faith is laughable and children a burden”* (Jepsen, M. 1906, cited in Houmann, B., 1975, Pp.70–71). Sophie-Anne Cobby Nilsson wrote a master thesis entitled “Lifting the Veil of Illusion: Transparency and Invisibility in English Language Translations of Pelle Erobreren” submitted to Department of Culture & Identity, Roskilde University Denmark on June 30, 2014. In this dissertation, she discussed variety of English translations of Nexo’s master text “Pelle, the Conqueror” and far-reaching and profound textual influences of it on film, art and literature. In this survey of literature previously written on the subject from various theoretical lenses, the researcher finds that no researcher still attempted to conduct textual analysis of Nexo’s “Pelle, the Conqueror” from Marxist perspective so that the on-going research article focuses on this area of research on the bedrock of Marxist literary hermeneutics.

Martin Andersen Nexo established himself with the series “Pelle Erobreren” (1906-10; “Pelle, the Conqueror”). The first volume of the novel describes the boyhood of a proletarian child named Pelle cursed with a feckless father Lasse. Later Pelle rises above the degradation, humiliations and impoverishment of his childhood to become a successful class-conscious revolutionary socialist labour organiser. In this sense, this is the second mature revolutionary proletarian novel in world literature, which followed “The Ragged Trousered Philanthropists” that was published in 1906. When the first part of “Pelle Erobreren” (Pelle, the Conqueror) appeared in 1906, the name and fame of its author, was hardly known even in his own native country. His name was known only to a few literary people who knew that he had written some volumes of stories and a book full of sunshiny reminiscences from Spain. The rise and fall of Martin Anderson Nexo’s popularity were in tune with his revolutionary socialist ideas, leading to his books being burned in Finland and banned during the German occupation of Denmark. He and his family were forced to flee Dresden, where he died at the age of 85 in 1954. He was famous for his compassion to help all in need whether they were refugees from Germany or Russian orphans, which turned him a controversial personality. The both extremes of people’s love and hatred for him can

be illustrated by the story that on his last visit to Denmark, the waiter refused to serve him coffee on the simple grounds that he was Martin Andersen Nexø! (Korst, S., 1998, p. 22). On the contrary, his 80th birthday was celebrated in great style in Copenhagen by around 50,000 people (Korst, S., 1998, Pp.20-21). In fact, “*Pelle, the Conqueror*” is a mature revolutionary proletarian novel. In Martin Anderson Nexø’s opinion, “*Pelle, the Conqueror*” is intended to be a book about the proletarian that is to say about man himself, who naked and with only his health and appetite. He reported for duty in the service of life, about the broad march of the worker on earth, on his endless, semi-consciousness journey towards the light” (Nexø, M. A., 1906, Forward).

The novel is also an autobiographical novel because there are many parallels between the lives of Martin Anderson Nexø and the hero of the novel Pelle, which are also referred to in the Forward to “*Pelle, the Conqueror*” written by Otto Jespersen, where it is mentioned that the novel is “*largely autobiographical*”. In this manner, Pelle’s world begins to form almost before one starts to read the novel. “Both author and character”, for example, “grew up in poverty and were eight years old, even sharing the same birthday of June 26 (Houmann, B., 1975, p. 26), when they arrived on Bornholm to seek for work with themselves and their families. In the same way, Lasse built expectations up of Bornholm in “*Pelle, the Conqueror*”, a place where nobody were hungry and life was good, so did Martin Andersen Nexø’s father told the stories to his family about Bornholm, where: everyone has his own house, there is work for all, nobody has to go hungry or suffer from hardship. Martin Anderson Nexø and Pelle were both employed as herd boys, taking cattle out to pasture in the summer. In a letter to an American author Waldo Browne, Anderson Martin Nexø himself refers to these aspects and experiences from his childhood that, “...*wonderfully rich for my later task*” and providing some sort of autobiographical content to “*Pelle, the Conqueror*” (Nexø, M. A., cited in Houmann, B., 1975, p.377).

In the same way, memoirs and autobiographies can also be regarded as works of art and not as a pure representation of events and experiences as there will always be some form of either alteration made by the author, unconsciously or consciously (Stern, 1973, Pp.60–90). Although the novel, in great extent, is autobiographical, but its story is told with such scrupulous art that it conveys the impression of objectivity in a much greater degree than that work to which it has been justly compared, Romain Rolland’s “*Jean Christophe*”. Martin Anderson Nexø knows the life of the labourer from within. He has firm belief in its future, but he can regard it also with that tranquillity in

which alone passion is transmuted into art (Jones, L., 1917, cited in Houmann, 1975, Pp.134–137). The novel is considered by some reviewers of *The New York Times*, 1913 and *The Literary Digest*, 1918 to be mainly autobiographical. A fact attributed in part to the foreword written by Otto Jespersen, but also to the style, as the reviewer in *The New York Times* puts it: “...for it reads, not like fiction, but like an exceptionally vivid record of actual events; events commonplace enough—as commonplace as life itself” (*The New York Times*, 1913). Describing Pelle’s childhood, the same article states that, “That childhood is here presented neither in rosy nor in very dark colours... but a genuine realism which shows the mingling of pleasure and sorrow...” (*The New York Times*, 1913).

Martin Andersen Nexø’s greatest power lies in the perfect frankness and naturalness with which he records the most homely, sordid and even bestial facts of human experience. No novelist, unless it is Hamsun, is so wholly unforced and undramatic in the depiction of facts in themselves disagreeable but which in his large scene are no more than details. These Scandinavian realists accept life more wholly and more sanely, one feels that do we, with our taboos and our obliquities. Martin Anderson Nexø portrays life unflinchingly but with casualness, a freedom from false emphasis, which is wholly disarming. He is no more coarse or prurient than a text-book on physiology (Grabo, C., 1928, cited in Houmann, 1975, Pp.221–224). Waldo Browne highlights the depth and passion with which Martin Anderson Nexø portrays his characters in the following words:

“To me it is a masterpiece: with M. Rolland’s “Jean-Christophe” one of the two greatest creative works of our generation. You have put the surging pageant and infinite complexity of modern life within the covers of a book as no one else has ever done...Best of all, you have revealed the workings of the universal human heart with such compassionate insight as only a very few writers have ever attained to” (Browne, 1918, cited in Houmann, 1975, p.376). Furthermore, comparing with the Nobel Prize -winning Romain Rolland’s novel *Jean-Christophe* Martin Anderson Nexø’s another friend Ivy Livinof says that, “...it seems to me Rolland has written from the outside, you from the inside, there is a strong smell of humanity exuding from your book which fascinates me. “... and the tremendous variety, colour and even smell of human life can be felt once more” (Litvinof, 1919, cited in Houmann, 1975, pp.378–379). Niels Ingwersen refers “Pelle, the Conqueror” in *A History of Danish Literature* as a masterpiece, producing vivid narratives through the use of “...stark realism, an underlying symbolism, a sense of detail reminiscent of Hans Christian Andersen, and a rollicking sense of

humour – all paired with sympathy and compassion for the protagonists...” (Ingwersen, N., 1992, p.312).

In his publication “Omkring Pelle Erobreren” (1975) Borge Houmann presents several reviews and critiques of “Pelle, the Conqueror” written for a variety of Danish newspapers (Fyns Social-Demokrat; Politiken; Berlingske Tidende; Kristeligt Dagblad, etc.) between 1906 and 1910. In these reviews, the author of “Pelle, the Conqueror” is considered as being one of at least four internationally famous Danish authors (alongside H.C. Andersen, Johannes Jorgensen and Soren Kierkegaard) (Gjesing cited in Nilsson, Sophie-Anne C., 2014, p. 15). Martin Anderson Nexø was in good and friendly terms with these authors and being recognised, among other things, for their realism. As a reviewer writes that, he was particularly admired for his ability “*to go beyond what is described as the surface realism of the day with his use of ‘real’ figures that are actually symbols of something more*” (New York Times, 1921).

Much of the positive critique of “Pelle, the Conqueror” centres on Martin Anderson Nexø’s realistic style: through highlighting his ability to draw the reader into ‘Pelle’s world’; by the way this world and the people in it appear so real that the reader is almost able to smell the life portrayed in the pages of the book. How the humour and compassion further add ‘living’ detail. These aspects correlate with the features of realism in literature and an idea of the illusionary effect of realism created by Martin Anderson Nexø with “Pelle, the Conqueror”. Shortly after the publication of “Pelle, the Conqueror”, Ingerborg Peterson wrote to Martin Anderson Nexø that, “*Your book is a realistic idyll without equal*” (Peterson, cited in Houmann., 1975, p.26). Houmann expands this statement that, “The portrayal of life at Stengården was so realistic that it permanently took the wind out of the sails of those, who wished to present Denmark as a model among to Matthiasen. In this way, the proletarians took the novel to their hearts. “That was a dizzying amount of copies of “Pelle, the Conqueror *that, “you spread across the country, I have come across only very few labourers’ homes that do not possess a copy of the novel”* (Nexø, M. A., 1919, cited in Houmann, B., 1975, Pp.41–2).

A later review of The Literary Digest, 1918 draws attention to the realism of the novel by highlighting aspects that it considers less savoury but nonetheless important in providing a realistic image: “*...and portrays the open-air life of a provincial district with startling realism, by turns fascinating and repulsive,...*” (The Literary Digest, 1918). In The Sewanee Review Quarterly, Joel Johanson refers to “Pelle the Conqueror” as being “*...the true epic of labour*” and praises the book for taking a ‘labourer’s view on life and allowing the world to

be constructed and interpreted according to the labourer's principles and philosophy" (Johanson, 1919, p.225). In Johnson's opinion, "Pelle, the Conqueror" is the first book to look at the life of labourers and 'humble' people in society, not from a distance but from within (Johanson, 1919, p.225). Sophie-Anne Cobby Nilsson wrote a master thesis entitled "Lifting the Veil of Illusion: Transparency and Invisibility in English Language Translations of Pelle Erobreren" submitted to Department of Culture & Identity, Roskilde University Denmark on June 30th, 2014, in which she analysed various English translations of Martin Anderson Nexo's "Pelle, the Conqueror" and its effects on literature.

The German Social Democrat critics highly appraised the novel for its complex narrative of the impoverished and wretched Swedish immigrant peasants Pelle and his father Lasse. They appreciated the novel for the all-round development of Pelle's personality from the peasant and common labouring background to a leading class-conscious and self-realised Socialist proletarian leader in the urban Marxist proletariat movement. They hailed the novel and its author for a major step in extending the proletarian hero in depicting the sufferings and plights of the proletariat class (Houmann, B., 1975, Pp.121-122). From 1923 to 1929, Martin Andersen Nexø resided in Germany (Le Bras-Barret, J., 1969, Pp. 224-227). He was thus, an inescapable reference point for a Marxist critic, considering the prospects of the proletarian literature in the mid-1920s (Bewes, T and Timothy H., 2011, p. 168). Anderson Martin Nexø had joined the Danish Social Democratic Party in 1910, but was dismayed by the craven response of European Social Democracy to the First World War in 1918; quit the party out of disgust with its right-wing leadership. Then, he became a committed Marxist and quite uncritical supporter of the USSR. He performed a significant role in founding the Danish Communist Party in 1923 and "was at one stage on its central committee" (Ingwersen, F and N. Ingwersen, 1984, Pp. 11-13). However, George Lukacs hailed "Pelle, the Conqueror" with great enthusiasm in his brief paper published in Berlin in 1947, but Martin Andersen Nexø did not figure as an exemplar in his 1930s criticism in the way, "Maxim Gorky, Thomas Mann and Roman Roland did" (Lukacs, Georg, 1975, reprinted in Houmann, B., 1975, Pp. 290-294).

In short, "Pelle the Conqueror" also succeeded to attract the attention of Vladimir Lenin who never missed to read the world socialist literature as Vladimir Shcherbina states in his book "Lenin and Problems of Literature" that, "Lenin missed none of the major events in the socialist literature of other countries. In 1922, he met the well-known Danish revolutionary writer Martin Anderson-Nexo who

gave Vladimir Illyich and Nadezhda Konstantinovna a copy of his novel “Pelle, the Conqueror” with the following inscription:

“To the Comrades Krupskaya and Vladimir Ulyanov-Lenin with thanks and good wishes,

Their-in love,

Martin Anderson Nexo”

(Shcherbina, V., 1974, p. 16).

Debate and Discussion:

Nexo was the champion of socialist revolution. His novels helped to raise class-consciousness in the proletarians and landless peasantry of Denmark in particular and throughout the world in general. He is as one of most eminent realist modern storytellers of Denmark, possessing a prominent place in world literature. Such valuable position was still unnoticed in Danish literature. He concentrated attention on living and working ethos of crushing impoverishment and wretchedness in Denmark in “Pelle, the Conqueror” and “Ditte, Daughter of Mankind”. “Pelle, the Conqueror” published in 1906 but seven years ago, was already a classic. Nexo has been loved and respected by generations. His authorship turned mature with the four-volumes of “Pelle, the Conqueror”. It is one of the most popular bildungsroman (proletarian novel), which traces Pelle’s political transformation from a poor peasant’s son to the class-conscious revolutionary socialist proletariat intellectual and activist. Many realistic portraits of the objective Danish socio-economic and political ethos emerge that reflect a rural estate life and in the urban slums and squalors of Copenhagen. It is in fact, a novelised socio-economic and political history of the proletariat class of Denmark from the last quarter of the nineteenth-century to circa 1910. The story of the novel is illuminated with Nexo’s firm belief in the proletariat class, told with a certain tongue-in-cheek humour. The scene is laid on the Danish Stone Farm where the early boyhood of a cursed Pelle with an impoverished, feckless and wretched father Lasse is spent.

As was the case with many other novels across the world (for example Chernyshevsky’s “What is to Be Done?” in Russia, Charles Dickens’ “The Pickwick Papers” in England, Alexandre Dumas’ “The Three Musketeers” in France, Mrs Beecher Stove’s “Uncle Tom’s Cabin” and Upton Sinclair’s “The Jungle” in America), it was the

serialisation of “Pelle, the Conqueror”. The serialisation of the novel gave it access to a larger and vast readership throughout Europe. Houmann describes how this serialisation (first published in Social-Demokraten in Denmark, the daily newspaper of the Labour Democratic Movement) was enthusiastically received by readers. An article written by Aksel Sandemose in 1940 for “Arbejderbladet” glowingly describes the way in which, prior to his reading of “Pelle, the Conqueror”, Sandemose did not realise that it was possible to write about ordinary people and still be as exciting as a “Nat Pinkerton’s Adventure” (Sandemose, 1940, cited in Houmann, B., 1975, p.280). Continuing from the success of the serialisation, and following a very marketing campaign by the publisher Kunstforlaget Danmark under Heinrich Matthiasen, “Pelle, and The Conqueror” had a major breakthrough in the bourgeois Danish book market. The horrifying depictions of economic plights, sufferings and boundless social injustice are strong images of the bourgeois Danish social formation around 1900. Nexø’s novel is driven by a deep indignation on behalf of the disadvantaged proletarians and landless peasantry. However, his social criticism is accompanied by an irrepressible optimism and a firm belief that the revolutionary class-conscious proletarians will ultimately change the capitalist system and establish a socialist social formation. Both anarchist Alfonso from “Sunny Days” and the “Knight Don Quixote” are the basis for Nexø’s novel “Pelle, the Conqueror”. Martin Anderson Nexø wrote his novel “Pelle, the Conqueror” in the era of imperialism after the completion of Industrial Revolution in Europe prior to the World War 1, which is considered second proletarian novel in Danish as well as in world literature. He followed Robert Tressell to write this novel, which was published in 1906. Similarly, he focused on his beloved Bornholm in the Baltic in which he lived, observed and experienced the wretched socio-economic conditions and abject poverty from his childhood. In “Pelle, the Conqueror” the depiction of Swedish immigration workers in Denmark also refers to an actual social phenomenon set in the distinctive geographical environment of more specifically in the Island of Bornholm in the Baltic. The novel is not a simplistic good poor portrayal of the people but is a realist depiction of multiple layers of conflicts that are illustrated both within personalities but also between individual characters between and within each layer of the existing social formation. It not only closely describes Pelle and Lasse in their daily lives but also the lives of those around them. The novel is indeed very much concerned with ordinary people at the lower end of social formation and their interactions and struggles. *“There are such interesting realist portrayals as of that of the great love of the work-worn father, Lasse and his brother Kalle with his thirteen children and enduring humour. It is, however, far from being picture-perfect. On the contrary, they live, and they rise in*

clear and pure colour above the background of filth and low morality.....Here presentations of life are expressed with blunt brutality alongside a naïve and childlike lust for life” (Gnudtzmann, A.,1906, cited in Houmann, B., 1975, Pp.64–65).

The first volume of “Pelle, the Conqueror” (“Boyhood”) begins on the first of May 1877, when a Swedish farmhand Lasse Karlsson from Tornmelilla in Ystad District, who grows older before time, takes his eight years old child, Pelle to escape from an abject impoverishment in Sweden after his mother dies. In this way, these impoverished Swedish people immigrated to Bornholm at the end of the nineteenth-century in order to find work on a farm. They arrive at the Island of Bornholm in the Baltic, from their native country Sweden. In fact, Lasse thinks of Bornholm, a land of peasants, sailors, fishermen and storekeepers to be a cornucopia of great opportunities. Lasse and Pelle were taken on at a large farm with a philandering and promiscuous owner Kongstrup Koller and his depressed alcoholic wife. The Koller family, the owner of the farm, resides in a highly splendid white house, which is as beautiful and comfortable as the white Palace. The family economically exploits the poor neighbouring peasants, proletarians and farmers, taking great advantages of their misfortunes. The debauchery of the Koller family is notorious in the whole area, but it is not measured by the same standard used for toiling poor people. Kongstrup Koller leaves the place under the management of a Zealander bailiff, who is drunkard and debauch. Lasse is hired by the bailiff in Stone Farm, where he mends the cattle expects to pay for his board by running errand and later serving as shepherd. In this way, Lasse and Pelle are reduced to sell their labour power for poor wages in order to win their bread in Stone Farm that is one of the largest stone farms on Bornholm Stone Farm. There they are often shovelling manure and tending the cattle from 4:00 a.m. in freezing conditions in fetid cow stables for six years.

The farm manager openly ridiculed one of the farm hands who attempted to regain his dignity farted loudly. The farm has an oppressive atmosphere and is a source of local superstitions and supernatural fears. *“Lasse and Pelle were quickly aware of the oppressive atmosphere, and began to see with the half-frightened eyes of the others, even before they themselves had heard very much. Lasse especially thought he could never be quite happy here, because of the heaviness that always seemed to surround them”* (Nexo, M.A., 2007, Volume 1, p. 20). Lasse thinks that his son shall learn to read and write and he may become anything, even a clerk or a schoolmaster. When Pelle becomes nine years old, he begins to go to school where he is the only Swedish boy among more than twenty Danish children.

Martin Anderson Nexo illustrated the attitude of the Danish people towards the Swedish workers on Bornholm, both implicitly as a general tone where “Swede” is added as an extra layer to another insult. A sailor exclaims to a man in the way that, “*Look out you Swedish devil!*” (Nexo, M. A., 2007, Volume 1, p. 57). When Pelle explicitly, ponders on why the Swedes are talked about and treated so badly? “*And why did the men call one another “Swede”- as a term of abuse*” (Nexo, M. A., 2007, Volume 1, p. 57). Pelle receives a bare education in school, where the mediocre teacher Mr Niels teaches him the real lessons of life. The atmosphere of the farm is a tiresome, dreary and boring one. For Lasse Karlsson, life is very problematic because he is old and weak. The labourers on the farm taunt him, laughing and making the butt of jokes. “*Their laughter crushed him, and he withdrew into his old-man’s world, and despondently adapted himself to it*” (Nexo, M.A., 2007, Vol. 1, p. 99). However, he with his son halts at Stone Farm for many years. When their life becomes difficult, they determine to try their luck in another town.

“Pelle, the Conqueror” takes its starting point in the huge Swedish migration from Sweden to the Danish Island of Bornholm in the Baltic in Denmark, seeking job for their families that took place between 1861 and 1910. Pelle was much excited over his first journey. The reader sees through Pelle’s vision all the happenings upon Stone Farm. The consistent toil, the quarrels, love-making, sickness, holiday joys, birth and death, the reader shares with Pelle. There are rough, illiterate, rustic and primitive people in Stone Farm, among them Pelle’s lot falls. However, they are not brutal people. Many of them are kindly, there is unconscious readiness for self-sacrifice in Kalle, his Danish wife, and the old grandmother, who despite, privation and grief, finds life very pleasant. Nexo’s concentrates on the Swedish proletarians and accurately describes the role that Bornholm played in the Swedish-Danish immigration phenomena whereby 81,000 people emigrated from Sweden to Denmark with approximately 2,900 Swedish-born immigrants making up 7.5% of the population of Bornholm in 1880. In addition, his realist description of the types of workers, their problems, reception and treatment on Bornholm fits with historical information. The modern reader is unaware of the phenomenon that, despite its historical impact, is now referred to as the forgotten immigration. There is no ‘real world’ to draw a direct parallel.

The novel started on May Day of 1877, when a Swedish labourer Lasse Kalsson immigrated from his hometown Tornmelilla of Ystad District to Bornholm in order to seek livelihood. He accompanied his eight years old lad, Pelle Kalsson. They started labouring on Stone Form, which was one of the big farms of Bornholm. The owner of this

farm is a promiscuous and philandering, Konstrap Koller family lived comfortably in a highly magnificent white house, which was not unlike a comfortable splendid white palace. The family economically exploited the labour of the impoverished and wretched landless agricultural peasantry, artisans and proletarians. The management of the farm was in the hands of a Zealander bailiff, who was drunkard, debauch and cruel person. Lasse and Pelle started mending cattle in Stone Form. There is neither the fast sentiment which gushes over the delights of penury, nor that other, equally false, which makes no allowance for habit or temperament, but a genuine realism, which describes the mingling of sorrows and pleasures, the joys of play that brook during Summer, the hardships of the long dark Northern Winter. The reader finds the barns and outhouses, the broad fields, with sand dunes beyond, and beyond them again the sea. The homely folk, dairy maids and labourers, the headman upon whom there fell so terrible a calamity, the young fisherman, who escalated his sin with his life, we know everyone. There is no straining after effect that is natural seemingly spontaneous. "There are also various ways in which verisimilitude is used to describe places and events to the effect that the reader is persuaded that what he or she is experiencing in the world of the novel, may just as easily actually take place or have taken place in the 'real' world" (Kennedy, C. D., 2002, p.84).

Lasse and Pelle underwent the oppressed environment of the farm because the bailiff cruelly treated the workers of the farm. Lasse wanted his son to learn the art of reading and writing. He wished his son to be a clerk or a schoolteacher. Therefore, Pelle started going to school at the age of nine. He was only Swede among more than twenty Dane children in school where Danes humiliated and insulted Swedes. Pelle got bare education from a mediocre type of schoolmaster Niels in school. This schoolmaster taught Pelle the vicissitudes of life. When the life of Lasse and Pelle became more miserable, they decided to try their fortune in another place. However, Pelle left Stone Form for a small town, which was the main city of the island. He bore a sack on his back early in the morning and saw Klaus Hermann, a farmer on the way. The peasant offered him a ride on his carriage into the town and took him to Master Jeppe Kofod, a shoemaker who accepted Pelle as an apprentice in his shoe-making workshop. One day, the skipper of Iceland boat tells Master Jeppe, Blom, Drejer, Klaussen, Pelle, the leather-dealers and merchants that he has most of their boots and shoes with him. No more boots and shoes can be sold out in Iceland because, "*There are machines which make boots, and they make them cheaper than you, too*" (Nexo, M.A., 2012, Volume II, Pp. 240-241). Master Jeppe and other shoemakers do not believe in what the skipper says. Afterwards, he brings a pair of boots made in Great Britain to show

Master Jeppe. Pelle thought that his future was dark because as his apprenticeship completed, machine-made shoes replaced the hand-made boots and shoes. As a result, many shoemakers were rapidly becoming out of job. Master Andres died in the last year of Pelle's apprenticeship. He left the town for Copenhagen in order to seek job. He met the president of the struggling Shoemakers' Union and requested him to be a member of the Shoemakers' Union. The president accepted his application (Nexo, M.A., 2012, Volume III, and IV, P. 13). Then, Pelle became the trade unionist, member of the Social Democratic party (Nexo, M. A., 2007, Volume III and IV, Pp.33-47) and class-conscious leader in the broader world of Marxist revolutionary proletariat movement in one of the bitter strikes of the late 1890s. He is imprisoned and after release, becomes a Social Democrat stalwart, pushing for assorted social reforms.

“Pelle, the Conqueror” is peopled with a panoramic gallery of various characters and the realistic portrayal of the objective socio-economic conditions of Bornholm and the Ark, a huge ramshackle tenement. Nexo carefully portrayed the diversity of characters with their joys and sorrows in such a detailed and open way that the reader becomes willing to ‘suspend disbelief’ and enter into the world of Pelle that Nexo offers. It is through this myriad of experiences and interactions with many characters that Pelle's character can be seen as developing throughout the novel. “There are many methods and variations on this aspect through referring to, and including, historical figures, actual events and places or things identifiable to the reader, the author can ground his fiction in the reader's own experience, emotions and knowledge” (Hough, G., 1986, p.57; Kennedy, C. D., 2002, p.74), making the world being offered easier to accept as being plausible. The figure of Lasse is more appealing and a more pathetic than that of Pelle, the son of his old age. His bravado, whose futility he knows so well, his pitiful attempts at self-assertion, which end in nothing. His desire to keep his role of Providence to Pelle who believes in him is appearing utterly in his thoughts and actions. He feels that his frustrated endeavours to clutch at the manhood are fast slipping off from him. The trick fate plays him at the end, when peace and comfort seem almost within his grasp. His devotion to Pelle makes of him a memorable figure. He does nothing spectacular. During the thrilling scene of the shipwreck, he is a more looker –on .Yet one remember him after the hero of that dramatic episode is forgotten. Lasse is identical to Pere Goriot, the memorable character of Balzac's novel “Pere Goriot” who reaps love instead of ingratitude.

Likewise, “Pelle, the Conqueror” is also an autobiographical novel. The life-story of Pelle, the hero of the novel shares many

striking affinities with Nexo's life-story. Nexo writes about Pelle as being like his own child, nurtured through his childhood sorrows and joys and now ready to venture out into the world. Otto Jespersen states in the "Note" on the first volume of "Pelle, the Conqueror", that, it "...resembles many great novels in being largely autobiographical" (Jespersen, O., 2007, p. 1). Pelle also migrated from his homeland to Spain like his author when he was only eight years old. Nexo had the same labouring experiences in his life who worked as a herd boy, apprentice in shoe making workshop, bricklayer and stone cutter. Pelle was employed as herd boy taking cattle out to pastures in the summer on Bornholm, worked as an apprentice in shoe making workshop and laboured as a qualified shoemaker in Copenhagen. Nexo became a shoemaker's apprentice as we find Pelle in the second Volume of the novel "Apprenticeship". Pelle grows out of a strong social indignation and a firm belief in the poor proletariat class, sharing many things in common with Nexo. In a letter to an American author Waldo Browne, Anderson Martin Nexo himself referred to these aspects and experiences from his childhood in Nexo, a town on Bornholm, from which his second name is derived. He states that, "...wonderfully rich for my later task and providing some sort of autobiographical content to "Pelle, the Conqueror" (Nexo, M. A., 1919, cited in Houmann, B., 1975, p.377).

Although it is recognised that autobiography is by no means an unbiased and unabridged view of events, it is also true that in writing "Pelle, the Conqueror" Nexo was able to draw on his personal experiences as a boy growing up in poverty on Bornholm. As Houmann wrote that, "*Both author and character grew up in poverty and were eight years old, even sharing the same birthday of June 26*" (Houmann, B., 1975, p. 26). There are many striking affinities between the author and Pelle that can be drawn in terms of immigration to Denmark as described that Lasse is waxing lyrical about the many wonderful aspects of life on Bornholm. "*And why, if you liked you could drink gin like water, it was so cheap; but it was so strong that it knocked you down at the third pull*" (Nexo, M.A., 2007, Volume 1, p. 11). In the same way, Lasse built expectations up of Bornholm, a place where nobody was hungry and life was good, so did Martin Andersen Nexo's father told the stories to his family about Bornholm, "*where: everyone has his own house, there is work for all, nobody has to go hungry or suffer from hardship*" (Harilid, 1994, p. 38). In the same way, memoirs and autobiographies can also be regarded as works of art and not as a pure representation of events and experiences as there will always be some form of either alteration made by the author, unconsciously or consciously (Stern, 1973, Pp.60–90). At the same time, however, Martin Anderson Nexo states firmly that "Pelle, the

Conqueror” is not an autobiographical work, despite being considered as such by many; this perception is something that he says makes him happy as, for him; it is “*proof that the book appears alive*” (Nexo, M.A.,1919, cited in Houmann, B., 1975, p.49).

“Pelle, the Conqueror” is also an epic novel, which covers the poorest life of proletarians. Joel Johanson refers to “Pelle, the Conqueror” as being “...*the true epic of labour*” (Johanson, J., 1919, p.225). Each volume of “Pelle, the Conqueror” is a complete novel in itself except perhaps the last volume. The first two volumes of the novel consist of one of the finest stories of childhood in European literature, describing the events of the early childhood of a common labouring boy who lives in neighbouring country of Bornholm. The tale goes on with the lad’s apprenticeship shoe making workshop in a little and poor provincial town where the modern bourgeois Industrial Revolution yet not occurred and was still innocent of socialist revolution. The novel is based mainly on the interactions between the many different groups of ordinary people on Bornholm, from servants to fishermen, schoolteachers to manual labourers, and Danes to Swedish immigrants. Nexo also lays out the plan for the following three volumes, explaining that the next books follow Pelle throughout his struggles and victories during his life as a class-conscious revolutionary proletarian, fighting for fundamental rights and social justice. The style of Martin Anderson Nexo is pleasantly straightforward, narrative and unpretentious. “*A hint of a mixture of Bornholmsk and Smaalandsk in the dialogue has – precisely as it is only a hint – an excellent effect*” (Clausen, J., 1906, cited in Houmann, B., 1975, Pp.67–68, 69). The beginning of Pelle’s time as dogsbody at the Bornholm farming estate has precisely the touch of compassion and co-existence. U Sweedler also wrote that, “*Nexo, Gorky’s equal, writes with social passion, robust humour, and with great mastery of the epic narrative*” (Sweedler, U., 1989, p.110). Finally, Pelle achieves a special place for himself and even becomes the best of his schoolmates. In short, the first volume of the novel tells a story of Pelle and Lasse’s daily life during the year at Stone Farm and ends when Pelle have been confirmed by the person who “*had seen enough of hardship and misfortune, but had come well out of everything; nothing had harmed him. With a child’s voracity, he had found nourishment in it all; and now he stood here, healthy and strong-equipped with the Prophets, the Judges, the Apostles, the Ten Commandments and one hundred and twenty Hymns! And turned an open, perspiring, victor’s brow toward the world*” (Nexo, M. A., 2007, Volume 1, p. 237).

Nexo mostly focuses on the depiction of the place besides Bornholm is none other than the “Ark” in the third volume of his

novel, where Pelle observes the crushing poverty and miserable conditions. In this way, Martin Andersen Nexø has a special sense of capturing the child's world, and the strength lies primarily in his ability to evoke the contrast between the child open mind and the adult disillusionment. The hopeless and humiliating poor living conditions will not break Pelle, as they have broken so many people around him. The most horrifying descriptions of poverty, especially the description of the rental barracks in "Ark" of Christian's haven make an everlasting impression on the readers. The novel as a whole is peopled by many memorable characters, such as Pelle, Lasse, and the residents of the fabulous slum tenement appropriately called the "Ark." "The inmates of the "Ark" followed his fate with painful interest. He had grown up beneath their eyes. He had never done anything wrong there; he had always respected the "Ark" and its inhabitants ;....(Nexø, M. A., 2007, Volume III and IV, p. 83). In this way, "Pelle, the Conqueror" teems with variety of characters' panoramic gallery, and the realistic description of the socio-economic conditions, prevailing in the "Ark", a huge ramshackle tenement. As Birger Holm states that, "*Life and working conditions were described in a socially realistic way...*" (Holm, B., 2000, p.19). The abysmal slums and squalors in the "Ark" arouse class-consciousness in Pelle and get him to throw his forces into the proletarian movement's struggle for justice and better living and working conditions. Master Andres dies when the last year of Pelle's apprenticeship is left. The business of shoemaking is sold out and his time properly finishes with a new master. He feels on the contrary, that he has produced his living for something great. This great thing occurs to him when he was young, freshly qualified and well-trained shoemaker. He determines to try his fortune in Copenhagen where, he begins to work as a qualified and trained shoemaker. One day he goes to Kobmager Street in the Coal Market, passing through Hauser Street in which the president of the struggling Shoemakers' Union resides. "*Good day, comrade! said Pelle. Can I become a member of the Union?*" (Nexø, M.A., 2012, Volume III, and IV, P. 13). The president gives him membership in the union.

Nexø like Jeppe Aakjær was a product of the milieu of Grundtvigian folk high schools but he did not typify regionalism. For that reason, his novel "Pelle, the Conqueror" is different from Jeppe Aakjær's novel "Children of Wrath" which describes the abject working conditions of farm labourers and servants, representing the new amalgamation of regionalism and social criticism. On the contrary, Nexø did not confine himself to regional literature but he attempted to counter the bourgeois individualism of the nineteenth-century bildungsroman, expressing his commitment, solidarity and dedication to the cause of the proletarians. Therefore, "Pelle, the

Conqueror” is the best proletarian novel in the context in which Martin Anderson Nexo successfully draws the readers into Pelle’s world, in a suspension of disbelief, by producing sympathy for the boy and his father. There is also wide recognition of the way in which this has been done through detailed descriptions, humour and the presentation of all aspects of life through a wide variety of characters. Niels Ingwersen referred the novel as a masterpiece, producing vivid narratives through the use of “...*stark realism, an underlying symbolism, a sense of detail reminiscent of Hans Christian Andersen, and a rollicking sense of humour – all paired with sympathy and compassion for the protagonists...*” (Ingwersen, N., 1992, p.312). These are all aspects of realism, which the reader finds in the novel. There are many hints at high expectations for the political developments in the next three volumes (Martin Anderson Nexo outlined his plan for the entire novel from the beginning) and the opinion is expressed that Pelle has become a hero whom it will be well worth following as he travels through life. The realist portrayal of the socio-economic and political life brings the novel closer to Post-modern era. It is therefore, relevant to look at the position held by both the book and the author in times that are more recent. In Johnson’s opinion, “Pelle, the Conqueror” is the first book to look at the life of labourers and ‘humble’ people in society, not from a distance but from within (Johanson, J., 1919, p.225).

Then Pelle leaves the Ark and rented a new quarter in which “*Pelle seemed to breathe more freely and deeply in this home, where the air was as though steeped in Socialism*” (Nexo, M. A., 2007, Volume III and IV, p. 105). Pelle engages himself in the struggle of the trade-unionism and then becomes a Social Democrat. He hears the name of Social Democrat from Master Jeppe first time then from Peter. One day he is acquainted with a Social Democrat journeyman, while he is working as an apprentice in shoemaking workshop. Finally, he has changed to attend the big meeting of the Social Democrats in Schleswig Stone in Copenhagen. “*Pelle had never yet attended any big meeting at which he could hear agitators speaking, but he had obtained his ideas of the new movements at second hand. They were in tune with the blind instinct within him. But he had never experienced anything really electrifying-only that confused, monotonous surging such as he heard in his childhood when he listened with his ear to the hollow of the wooden shoe*” (Nexo, M. A., 2007, Volume III and IV, p.33). In this way, Pelle involves in the Social Democratic movement and obtained political consciousness in the Schleswig Stone and engages himself wholeheartedly in labour politics. “*Pelle had been captured by the new doctrines out by the Schleswig Stone, and had thrown himself, glowing and energetic, into the heart of the movement. He attended meetings and discussions, his ears on the alert to absorb*

anything really essential; for his practical nature called for something palpable whereupon his mind could get to work" (Nexo, M. A., 2007, Volume III and IV., p.47).

Pelle starts reading books of the most exiting authors and enhanced his previous knowledge based upon the Bible, "Flying Dutchman" and the other books. Morten, his old chum also helps him in reading books. He is lover of books, engrossing in them and tells Pelle about the contents of the books he reads. One day he shows him a book on Socialism. Then he reads Victor Hugo's novel "Les Miserable", Charles Darwin's book "Origin of Species" and many works of Karl Marx on Socialism that fire his imagination and arouse in him the sense of the proletarian self-realisation and class-consciousness which enable him to say that, "We come from the darkness, and we go toward the light, and no one can hold us back! Behind us lie hunger and poverty, ignorance and slavery, and before us lies a happy existence, radiant with the rising sun of Freedom! From this day onward, a new age begins; we are its youthful might, and we demand power for ten thousand families! The few have long enough prevailed!" (Nexo, M. A., 2007, Volume III, and IV, p. 350). As a trade unionist and Social Democrat, Pelle struggles hard for the cause of the proletarians, attending meetings, making speeches and plans for the organisation, campaigns, strikes, and lock-outs. Finally, he succeeds "*in laying the foundation of a garden-city for the benefits of his fellow-workers*" (Jespersen, O., 2007, p. 1). Furthermore, Martin Anderson Nexø is known for his passionate engagement with the international proletarian movement and with the socio-political issues of his time in which Pelle becomes equally passionately involved with in the later volumes of the novel.

Finally, Pelle grows up in the crushing conditions of an appallingly acute poverty, becomes aware of the miseries, injustices and oppressions of the proletariat class to which he belongs. In this way, he develops into a class-conscious revolutionary proletarian socialist activist in the proletarians' class-struggle and political struggle. He struggles as a trade unionist leader against the bourgeoisie in Copenhagen. He is transformed from compassionate spectator to actively fighting socialist, upholding the torch of socialism. There is the rapid development of the international proletarian movement everywhere in the background of the novel. In this way, the novel reflect socio-economic and political ethos of the time and the story is embellished with purely human verisimilitude, vividness and typification of characterization. The author's sympathies with the impoverished proletarians are obviously evident in every page of the novel, making the readers realise human comedies behind the human

tragedies and human tragedies behind the human comedies, and, of the seemingly wretched, impoverished and sordid living conditions of the proletarians and landless peasantry. The revolt of the proletariat class, against the inhumanity of alienation, is the product of capitalism, which also imprints its impact on literature and changes the form of it. As George Lukacs states that, “*When this revolt is represented in literature the still lives of descriptive mannerism vanish, and the necessity for plot and narration arises of its own, as in such novels as Gorki’s masterpiece The Mother and Martin Anderson Nexo’s Pelle, the Conqueror, novels which break with descriptive mannerism. (Naturally this new use of narrative method is an outgrowth of author’s commitment to the class struggle)*” (Lukacs, G., 1970, p.145).

Then Pelle determines to leave the farm for a little town, which is the main city of the island. Therefore, he leaves the Stone Farm to try his fortune in the town, which he has never visited before. He sets out for the town, bearing a sack on his back after facing much hardship on Stone Farm early one morning and he meets a peasant Klaus Hermann on the way. The farmer has recognised and provided him a ride on his carriage into the town. When he tells him that he is seeking for the job, the farmer takes him to a shoemaker named Master Jeppe Kofod who recruits him in the list of his apprentices in his workshop. He is kind and lenient master but the six-year apprenticeship is by no means easy for Pelle. Andres was also his master in the workshop. Pelle works under the journeyman who is a grouchy man. He demolishes Pelle for his poor type of rural upbringing. One day, Pelle, Master Jeppe, Drejer, Klaussen, Blom and the merchants and leather-dealers hill are waiting for Iceland boat on the harbour. They expect that their good business has been done and they will be having money. The skipper of Iceland boat tells them that he has most of their shoes and boots with him because no more shoes and boots can be disposed of in Iceland. He further tells them that, “*There are machines which make boots, and they make them cheaper than you, too*” (Nexo, M.A., 2012, Volume II, Pp. 240-241). Jeppe and other shoe makers do not believe in the skipper. One day the skipper shows Jeppe a pair of boots made in England. Pelle wonders what he will do when his apprenticeship is complete because a large majority of shoemakers is rapidly dwindling and being out of job and factory-made shoes are gradually replacing the variety of handmade shoes.

“Pelle, the Conqueror” may be compared with Emile Zola’s novel “Germinal” which is also about the workers. Its hero Etienne Lantier is an uneducated young man and unemployed railway worker, possessing a dangerous temper. He is forced to do a backbreaking and nerve-jangling job at Le Voreux coal mine when he fails to seek other

work. He realises that his fellow-miners are sick, starve and in debt, fail to feed and clothe their children and families. Emile Zola reflects Etienne Lantier's impressions of the mining district and the colliery itself, which are given us in the lieu of the straightforward and depersonalised description of a locality. When the socio-economic conditions of the miners deteriorate even further, he leads a strike of miners. The novel presents the 1860s, when the capitalism was at its zenith and the sufferings and plights of the proletarians were intensified, embodying the inhuman ferocity of capitalism, swallowing down and devouring the miners, its ration of wage-slaves, in mouthfuls of twenty, thirty men at a time, with such easy gulps that it did not seem to feel them pass. In this way, the novel outrages at the inhuman exploitation of the majority of proletarians by the handful bourgeoisie.

Emile Zola calls into question the justice of an industrial bourgeois system on the unrestricted exploitation of human labour. The novel lacks Emile Zola's robust, firm and optimistic belief in life and the future of humankind. He does not believe in transformation of the existing bourgeois social formation into the socialist one that would be brought by the extensions of scientific inquiry and the applications of scientific discoveries. In this regard, Emile Zola unfaithfully drifts into the mood of sardonic pessimism and Darwinian determinism, which he voices at the end of the novel. Similarly, "Pelle, the Conqueror" is also a socialist proletarian novel, which highlights the struggle of the proletarians for Socialism. As Nexo writes that, the most eloquent "*a book about the proletarian-that the man himself. "Pelle, the Conqueror" is a grand attempt to reconcile the themes from the oeuvre first year and transform them into concrete political commitment*" (Nexo, M. A., 1919, cited in Houmann, B., 1975, Pp.41–42). Joel Johanson praises it for taking a "*labourer's view on life and allowing the world to be constructed and interpreted according to the labourer's principles and philosophy*" (Johanson, J., 1919, p.225). Unlike "Germinal", it reflects the robust, optimistic and firm faith of its author and hero in the socialist transformation of the bourgeois social formation and in the bright socialist future of humankind, as declared at the end of the novel. Similarly, "Pelle, the Conqueror" may also be compared with "Jean Christophe" on similar lines. Motrin Andersen Nexo says that he has cared for his hero for twelve years and that he knows him inside out. L. Jones states that, "*Although his story, in great part, is autobiographical, it is told with such scrupulous art that it conveys the impression of objectivity in a much greater degree than that work to which it has been justly compared, Jean Christophe, Nexo knows the life of the labourer from within; he has faith in its future, but he can regard it also with that tranquillity in which alone*

passion is transmuted into art” (Jones, L., 1917, cited in Houmann, B., 1975, Pp.134–137).

Martin Anderson Nexo portrays the humble life of the proletarians from within instead of viewing it from a far. P. Willcocks notes that, “*It is written with the simplicity of truth itself where Jean Christophe gives the life of culture from the inside, Pelle, the Conqueror shows the life of poverty as one who knows how it tastes.... When it is a matter of faithfully setting down, yet with no coarseness, the incidents of daily life as seen through a boy’s eyes, through a poor man’s eyes, then Andersen Nexo is unsurpassed*” (Willcocks, P., 1913, cited in Houmann, B., 1975, Pp.125– 127). Waldo Browne wrote a letter to Nexo in which he stated that, “*To me it is a masterpiece: with M. Romain Rolland’s Jean-Christophe, one of the two greatest creative works of our generation. You have put the surging pageant and infinite complexity of modern life within the covers of a book as no one else has ever done...Best of all, you have revealed the workings of the universal human heart with such compassionate insight as only a very few writers have ever attained to*” (Browne, W., 1918, cited in Houmann, B., 1975, p. 376). Furthermore, Ivy Livinof also conducted a comparative and contrastive study between “Pelle, the Conqueror” and “Jean-Christophe” on these grounds, remarking that, “*...it seems to me Rolland has written from the outside, you from the inside. There is a strong smell of humanity exuding from your book which fascinates me ... and the tremendous variety, colour and even smell of human life can be felt once more*” (Litvinof., 1919, cited in Houmann, B., 1975, Pp.378–379). George Lukacs wrote about “*Pelle, the Conqueror*” in 1947, comparing Nexo with Maxim Gorky, Thomas Mann and Roman Roland that, “*... Nexo did not figure as an exemplar in his 1930s criticism in the way, Maxim Gorky, Thomas Mann and Roman Roland did*” (Lukacs, G., 1975, cited in Houmann, B., 1975, Pp. 290-294).

Conclusion:

The on-going research article concludes that Nexo’s novel “Pelle, the Conqueror” is the best proletarian novel written from a Marxist perspective, highlighting the Danish Corporative Movement, trade unionism and reformist socialism in 1910 or thereabouts. We come across Pelle’s early childhood on Stone Farm, his apprenticeship in shoemaking workshop in the town, his struggle for labour organisation and establishing a cooperative group in Copenhagen. Pelle's vision is reformist Socialism and the peaceful revolution. He wants a paradise for the proletarians, centred on common ownership and cooperative joint production. However, Pelle’s concept of reformist Socialism is characterised by the Social Democratic and trade-unionist brand of the Second International. Nexo was Social

Democrat and yet not became Marxist until in 1906-1910. When he became Communist, he wrote a novel entitled "Morten, the Red" in 1945 in which the old comrade of Pelle, Morten emerged as a Marxist revolutionary proletariat leader. On the contrary, Pelle became the bourgeois like the trade unionist Social Democratic leaders of the Second International in Europe. The paper also calls attention to the most problematic issue of the novel's relevance to the contemporary International proletarian movement. The novel is still fascinates us for it seems our own story.

References:

- Anderson, K. (2000). "Danish: Literary Translation into English". In: O. Classe (Ed.), *Encyclopedia of Literary Translation into English*. London: Fitzroy Dearborn Publishers, Pp.333–335.
- Bras-Barret, J. L. (1969). *Martin Anderson Nexo*. Paris: Letters Modernes.
- Bojer, J. (1921). *Realist*. New York Times, 9 Jan. p.52.
- Danish Literary Magazine*, (14), Pp.10–11.
- Experience Plus. (2010). *Pelle, the Conqueror/Smilla's Sense of Snow/Babette's Feast*. Available at: <<http://www.experienceplus.com/blog/?p=435>> [Accessed 14 Jun. 2014].
- Hough, G., 1986. *Language and Reality in Bleak House*. In: N. Boyle and M. Swales, eds., *Realism in European Literature: Essays in honour of J.P. Stern*. Cambridge: Cambridge University Press.
- Houmann, B. (1975). (ed.), *Omkring Pelle Erobreren*. Copenhagen: Huns Reitz
- Ingwersen, F and N. Ingwersen. (1984). *Quest for a Promised Land: The Works of Martin Anderson Nexo*. Westport, CT London: Greenwood Press.
- Ingwersen, N. (1992). "The Modern Breakthrough: The Rural Rebellion". In: S.H. Rossel, ed., *A History of Danish Literature*. London, UK: University of Nebraska Press, Pp.311–314.
- Ipsen, K.E., 2008. *Martin Andersen Nexo*. 2nd ed. Nexo, Denmark: Nexos Forlag.
- Jespersen, O. (2007). "Note". In: *Pelle, the, Conqueror*. Part 1. Gloucestershire, England: Dodo Press.
- Johanson, J. M. (1919). "Pelle, the Conqueror: An Epic of Labour". In: *The Sewanee Review Quarterly* 27 (2). (April 1919). Pp. 218-226.
- Kennedy, C.D. (1989). In *Short; Fiction*. *Pelle, the Conqueror*. Volume One: Childhood. The New York Times. [online] 3 Sep. Available at: <<http://www.nytimes.com/1989/09/03/books/in-short-fiction-034889.html>> [Accessed 10 Jun. 2014].
- Korst, S. (1998). *Martin Andersen Nexo: Portraet af Min oldefar*. Denmark: Dansklaererforeningen.

Nexo, M.A. (1989). *Pelle, the Conqueror*. 1. Childhood. Translated by S.T. Murray. Seattle: Fjord Press.

Nexo, M.A. (2007). *Pelle, the Conqueror - Part I*. Translated by J. Muir. Gloucestershire, England: Dodo Press.

Nexo, M.A. (2007). *Pelle, the Conqueror. Volume Two. Apprenticeship* Translated by J. Muir. Gloucestershire, England: Dodo Press.

Nexo, M.A. (2007). *Pelle, the Conqueror. Volume Three. Great Struggle*. Translated by J. Muir. Gloucestershire, England: Dodo Press.

Nexo, M.A. (2007). *Pelle, the Conqueror. Volume Four. Great Daybreak*. Translated by J. Muir. Gloucestershire, England: Dodo Press.

Nilsson, Sophie-Anne C. (2014). *Lifting the Veil of Illusion: Transparency and Invisibility in English Language Translations of Pelle Erobreren*. Master's Thesis in English. Department of Culture & Identity, Roskilde University Denmark.

Shcherbina, V. (1974). *Lenin and Problems of Literature*. Moscow: Progress Publishers.

The Literary Digest. (1918). Nexo, Martin Anderson. *Pelle, the Conqueror*, Volume I and Volume II. The Literary Digest, 11 May, p.40.

The New York Times. (1913). *Autobiography; Martin Andersen Nexo's Novel 'Pelle, the Conqueror'*. 7 December 1913. p.1.

The Spectator. (1913). *Book Review of Pelle, the Conqueror*. The Spectator, 9 August 1913. p.22.

Yde, H., 1994. "Nexo". In: *Nordica*, 11, pp.13–25.

Academic and Literary Contribution of Noor Muhammad Tarakai for Pashto Literature:

By

Muhibullah Khan (Sheraz)¹

Abstract:

Noor Muhammad Tarakai is a famous name of Pashto fiction; he is one of the prominent Pashto Novel, writers. He has the fame in Pashto short Story also from the 1949, and he is the First modern realistic writer of the Pashto Short story. He is the first short story writer regarding the 2nd period of Pashto fiction writing, who realized the Pashto Short story with the modern, progressive and realistic approaches.

Noor Muhammad tarakai drew a real picture of his oppressed and deprived society in his novels and short stories. He also carried out a satisfactory work in literature and politics to promote his society on the basis of book writing to provide the Pashto literature and political world. He wrote a lot of books about the literature, philosophy, politics, etc. and provided to his deprived society. He also contributed a role in translation from English, Persian and other languages into Pashto

This research paper attempts to highlight his contribution and work in Pashto literature and politics, philosophy, economics and translation.

Introduction:

Noor Muhammad tarakai loved to get education and knowledge right from his childhood to death, due to which Noor Muhammad Tarakai became a shining star in Pashto literature on the basis of tendency to the knowledge he promoted himself in his society and he worked well for the promotion of consciousness in his nation. For the promotion of this literary and political work, he got started by the "Kabul" magazine through articles. He wanted to reform his own people's mental approach. Noor Muhamad Tarakai was an active member of "Wish Zalmian" and the said organization made his literary and educational activities more successful, in the meantime the publication of a magazine named "Angaar" was started by "Wish Zalmian". This magazine was playing an important role in spreading the revolutionary

¹ M.Phil Scholar, Department of Pashto, University of Balochistan, Quetta (Pakistan)

consciousness through the articles. From then on, Noor Muhammad Tarakai remained more active as before he was publishing his articles in this organizational magazine. Through those articles he became a key literary and political worker among his members; similarly he had gotten his own office named “Noor-darul-tarjuma” for translations and conducting conferences via this office. It was the base of his educational and literary work.

But soon he became a regular part of Pashto fiction, when he got a start by writing novels, short stories and translations. This was a satisfactory work carried out by him for the Pashto literature in his back career. His short stories, novels and articles were simple and understandable for every afghan. Because his writing technique or style was as per the demands of his society and he was able to draw a clear picture of his society by his novels, short stories and articles etc. After this work he became prominent among the writers of Pashto fiction.

In the first phase he wrote a short story titled “Dh. Ghwayae Laandai” and later on he wrote “Dh. Bazgar lur” which turned out to be very famous among the common public of Afghanistan, but that was published in 1949. Before that he had written a novel name “Bay Tarbyata Zoy” which was published in “Kabul” magazine partially in trice. After the publication of three parts, the Government of Afghanistan banned that novel. The same three parts of this novel have been published by Pashto Adabi Ghorzang Quetta, in the year 2012 with preparation of Sadiq Zharaq. But as per the statement of Noor Muhammad Tarakai in his interview, this novel has the said three parts and no more parts have been saved. Some of Pashto writers have mistakenly mentioned that the said novel was written in a complete Marxist or politic approach, due to which it was banned by that time of Government in Afghanistan.

While as per my research this novel is written in a complete social theme and all the story is spinning about the social reforms of a negative son, who has misbehaved in society due to which the society is disturbed. If someone studies the novel he himself considers it a social reformer. While no political target or theme is mentioned in the said novel. I think some of our writers may have considered it of political and socialist thoughts because they might have not read the said novel and referred the novel as per the political thoughts of Noor Muhammad Tarakai. After this attempt Noor Muhammad Tarakai has groomed up the channel of novels and short stories in Pashto fiction. He gained a good name in Pashto Fictional Literature, he wrote three more novels in Pashto named “Dh bang Musfiri” “Sarh” “Speen” and “Sangsaar” all of these novels earned the names of fame and

considerable acceptance in Pashto. Also he wrote the short stories in Pashto which also have gotten the favor of readers and every short story or novel was brightly highlighted in Pashto literature's readers. These short stories have been published in different Magazines, Newspapers or in books But in the year 2014 Mr.Sadiq Zharaq has collected the 14 short stories from the different sources and published in a book named "Dh Bazgar Lur" by the "Pashto Adabi Ghorzang, Quetta" here also one of these 14 stories is an article but published as a short story, which will be discussed in the next pages.

In the line of writing work Noor Muhammad Tarakai has written articles besides the fiction also. He translated some literatures from English, Urdu and Persian into Pashto. That translation is about political books, philosophy and literature. That is a fruitful work for Pashto literature & fiction. And we can say that this translation is a base for Pashto and also written some books by a Sure name e.g. "Dh kaargaree Tabqay Gwand"(Party of Proletariate Class) written by "Sur Gul" which was a sure name used by Noor Muhammad Tarakai, similarly he wrote a book named "Istilahaat"(Terminologies) also by a sure name Sur Gul in which all the political, economic and social terminologies have been explained in easy Pashto, and the same book has been translated from a book written in Persian published by Communist Party of Iran.

In the channel of publishing work his writing material has been published time and again in the different magazines e.g. "Kabul", "Iqtisaad", "Angaar" "Islah" and "Khalq" etc. Here we want to discuss his written materials which have been published and collected by us. We would like to discuss these materials date wise.

۱. بی تربیته زوی ۱۹۴۰م کال

1. Bay tarbyata zoy 1940

This is the first novel written by Noor Muhammad Tarakai. It had been published in "Kabul" Magazine in 1940 in three parts in the 1st, 2nd and 3rd, number of the magazine, while after that the Government of Afghanistan had banned it. Due to which this novel has not been published. But these three published parts of the novel were collected by Sadiq Zharaq and published by Pashto Adabi Ghorzang, Quetta in January, 2014.

۲. بیلابیل تحریري موضوعات کال ۱۹۴۲م کال :

2. Different written Articles 1942:

In this year some of articles written by Noor Muhammad Tarakai were published in different magazines in Pashto given below:

"(د کامیابی وسیله) ، (د ارادی قوت) ، (د اطفالو د روزني لاري)".

These articles have been written to motivate the people for the struggle to get their basic rights.

۳. د زلمیانو لارښود ۱۹۴۳م کال:

3. Guidance to Youngsters:

This book has been written for the guidance to youngsters but unfortunately it was not published at that time; just it was distributed in the Youths of PDPA for the political purpose. After that this book is still not published. It might have been lost.

،، دې کتاب مطبوعاتي جايزه گټلي ده خو لاکن چاپ شوی نه دی

Translation:

This book has gotten a literary Award, but has not been published. As per the statement of writers this book had gotten the award of best book, but still it had not been publish for unknown reasons.

4. 1950 Translations of Some Books:

Some of the English books were translated by Noor Muhammad Tarakai and then published by “Kabul” magazine partially. The detail of those books are as under:

،، (میکسیم گورکي مشهوره روسی لیکوال او شاعر)، (لیکوال هنر)، (د پوشکین د تولدیو سل پنځوسم تلین)، (شوروي لیکوالو ته د ستالین د جوایزو وپشل)، (3)

Translation:

“Maxim Gorky is a famous Writer & Poet”, “The fun of writer”, “150th death day of Poshkin’s Birth”, “Distribution of awards to the Russian writer by Stalon”.

5. Publication in the magazine named “Angaar” in 1950th year:

The two articles were published in “Angaar” magazine for the motivation of the public in Pashto titled:

،، (د خلقو غوښتنې) او (د خلقو ازادې)،، (4) .
 “Demands of people” and “Liberty of the people”

In these two articles a theme is described which discusses the demands and liberty of the people, which highlights the demands the people and what is the liberty of the people?

6. Two short stories in 1951:

۶. دوي افسانې (ننډې قيصې) په ۱۹۵۱م کال ليکلي دي :

The following two short stories have been published in “Kabul” magazine which give a message to the people against the social injustice and class difference in the afghan society. These two short stories are a symbol of realism in the Pashto short story. It means in first place Noor Muhammad Tarakai has introduced the Pashto short story with the realism and class struggle. These stories are mentoned below:

،، (د غوايه لاندې)،، (دادې خدمت)،، (5)

7. Sarh (Bachlor):

۷. څره :

This novel has been written by Noor Muhammad Tarakai and published in 1957. The main story and theme of the novel is about the social life and social activities of Afghans, and clearly discusses the class difference in the novel as per the realistic approach. This also shows that Noor Muhammad Tarakai is the first Pashto novelist who introduced the Pashto novel with realism and progressivism.

8. Speen (Name of the Hero of Novel)

سپين

This novel named “Speen” is written by Noor Muhammad Tarakai and published by PDPA’s members in 1958. The story or theme of this novel is on the labours life and activities, and their political type activities in factories to get their own basic rights; it means that the story is a socio-politic and having seen the realism of the afghan society.

9. “The journey of Bang”

دبنگ مسافري

This novel has been published in 1957, by the PDPA’s administration and distributed by its own members to work for their political cause. This novel is also a complete picture of class difference in afghan society.

“In 1957, though he published his first novel, The journey of Bang, an imitation in Pashto of the works of Soviet novelist Maxim Gorky” (6)

A writer has considered this novel as the first novel of Noor Muhammad tarakai, but it is not clear, because before the publication of this (The journey of Bang) he had written another novel named “Bay tarbyata zoy”(Untrained Son) which was published in 1940 in three parts by “Kabul” Magazine. May this writer have no information about the “bay tarbyata zoy”? Here the writers are on the view that:

“Though a mediocre piece of literary work, The Journey of Bang is the first novel of its kind in Pashto that paints issues in rural society in terms of the Marxist notion of the exploitation of agrarian laborers by landlords, spiritual leaders, and government officials”(7)

10.Stoned: سنگسار

This novel named “Sangsaar” is the last novel written by Noor Muhammad Tarakai and published in 1972 by PDPA after that it has been published by Afghanistan’s Academy. This novel has also a social, political and economic theme of the Afghanistan.it gives a meaning to do struggle for the lower class’s basic rights. This novel also has a theme of a famous novel of Maxim Gorky named “mother”

11. First English-Pashto Dictionary:

Noor Muhammad Tarakai has compiled and published an English-Pashto Dictionary also in his life for promotion of interaction Pashto with international language e.g English.

“Although Taraki took part with others in compiling the first English-Pashto Dictionary, which the Pashto Academy published in 1975”(8).

12.New life : زندگي نوين

This book is an important book written in Persian in the life of Noor Muhammad Tarakai which has been written in 1340 H.S. it is a political and philosophical book, which has not been published till 1346 H.S. In those days Noor Muhammad Tarakai remarked to one of his party member Saleh Muhammad Zairai as under:

، دا زما د ژوند ميراث دی که چيري ژوندی وم چاپ به يي کړم او که مړ شوم دغه به د تاجی(تاج بي بي د نور محمد تره کي ميرمن)څخه واخلې او په هر ډول چي کولای شي چاپ يي کړه،، (9)

Translation:

It is an inheritance of my life; if I remained alive I will publish it, in case if i will not remain alive, this book may be preserved

with Tajai (Taj Bibi the wife of Noor Muhammad tarakai) by me. You can get from her and publish it as you can.

د کارگري طبقې گوند

13. The Party of party of Proletariat Class

This book is written by Sur Gul a Sure name of Noor Muhammad Tarakai. This book has been published but the date of publication is not clear. A date is written by Sur Gul in the last part of preface of the book as below:

،، په درناوي د ۱۳۵۰ کال د سرطان لومړۍ ورځ سورگل،، (10) .

Translation:

Thanks 1350 H.S 1st of Sartaan.

14. New Phylosophy نوي فلسفه

It is the second book which is written about the politics and philosophy. This book is translated by Noor Muhammad Tarakai from English into Pashto. The date of publication is unknown. Habibullah Rafi has remarked about this theme of this book.

،، د افانيسيف له کتاب څخه رالنډچي اتهء فصلونه لري او لوی عناوین يې دي :
فلسفه د علم په څير، د مارکسي فلسفي پيدايښت او تکامل، ماده او دهغي د موجوديت
شکلونه، ماده او شعور مارکسسټي ډياليکټيک، د ماتريالستيک ډياليکټيک اساسي
قوانين، د ماتريالستيک ډياليکټيک مقولې، د ډياليکټيک ماتريالزم د پوهې د معرفت
تهپوري،، (11)

Translation:

This book is written by Afanisef (Russian Writer) published in 8 chapters, the main titles of the book are; philosophy is a knowledge, the creation & completion of Marxist philosophy, matter and its shapes of existence, matter and Marxist dailectic consciousness, basic laws of materialistic dialectics, theme of materialistic dialectics, theory of knowledge to the dialectic materialism.

15. Political Terminologies.

سياسي اصطلاحات

This book is written about the terminologies, which have been explained in easy Pashto language for the purpose to give knowledge about the political terminologies among the afghan political workers as well as social workers.

The book is written in continuation of the book published by Communist Party of Iran and also taken help from the said book. This book has been published in 1973 by Alif-Kab it may also a Sure name of Noor Muhammad Tarakai. But the same book was created in photocopies for the political workers in Baluchistan's nationalists in a limited area. Which was photocopied with a Sure named Sur Gul. The theme of this book has been explained by Habibullah Rafi in his own book named "Pashto Panga" as under:

،، سياسي اصطلاحات اونومونه پکښې په لنډو تشرېح شوي چې زياته برخه يې د داريوش آشوري له فرهنگ سياسي څخه اخيسته شوي ده ،، (12)

Translation:

"Political terms and names have been explained in short and a big part of the book has been published by Daryoush Ashoree political literature". I may confirm as on the view that these two books are one book, which is written by Alif Kab and then converted or compiled in Pashto by Noor Muhammad Tarakai with Surname of Sur Gul as a book mentioned by Habibullah Rafi.

Some Books have been written and translated into Pashto or Persian which have been published in different magazines or newspapers the detail is as uder:

عروس من ازخيبر

16. My Festival from Khyber:

This book has been translated from English to Persian and published in "Anees" daily newspaper in serials respectively.

But unfortunately the said book named “Inqilabi Palwashay” has not been published. While a mistake has been committed here in “Dh bazgar lur” because article named “kala bh v” is published as a short story while it is not a short story as per the technique. We can say that there are just 13 short stories have been published in “Dh bazgar lur” and one article. The said 13 short stories have also been published titled “Mochi”.

Result/Conclusion:

In this research paper we discussed those written materials which have been published and included our own comments. It gives a result that the literary and learned materials written by Noor Muhammad Tarakai shall be in a research paper in printed shape for the readers so that the readers may easily approach to his materials.

References:

1. اخگر، بشير، ژباړه: حنيف يوسفی او عبدالحد نهضت مل، نورمحمد تره کی سياسي، علمي او ادبي ژوند، سورگل فرهنگي کلتوري ټولنه، کال ۲۰۱۱م، مخ ۲۱۴
2. گيرس - ف - گ، مترجم: سر محقق معتمدشينواری، پښتو هنري نثر، پښتو ادبي غورځنگ، کوټه، دويم چاپ، کال ۲۰۱۰م، مخ ۱۱۷
3. اخگر، بشير، نورمحمد تره کی سياسي، علمي او ادبي ژوند، مخ ۲۲۲
4. گيرس - ف - گ، پښتو هنري نثر، مخ ۱۱۸
5. اخگر، بشير، نورمحمد تره کی سياسي، علمي او ادبي ژوند، مخ ۲۲۳
6. 1
7. Ibid.
8. Ibid.
9. اخگر، بشير، نورمحمد تره کی سياسي، علمي او ادبي ژوند، مخ ۲۱۹
10. سورگل، دکارگری طبعي گوند، مخ ۲۲
11. رفيع، حبيب الله، پښتو پانگه، پښتو ټولنه، کال ۱۳۵۶ هـ ش، مخ ۷۸۵
12. ايضاً مخ ۲۲۲
13. تره کی، نورمحمد، سمون: صادق ژرک، دبزرگ لور، سرريزه (ش حصين) پښتو ادبي غورځنگ، کوټه، لومړی چاپ، کال ۲۰۱۰م، مخ ۱۰

Pak-US Relations: Dynamics and Prospects in 21st Century

By

¹ Fouzia Babar, ² Prof., Dr. Usman Tobawal

Abstract:

The solitary confinement and survival in international system is nothing but day dreaming. There-of, a state is supposed to build eminent relations with neighboring and regional states for the economic, social and political motivations. Since its inception on the map of earth, Pakistan, in one way or the other has been trying to build strong relations with the neighboring states, regional powers and Super power. The Pakistan & United States of America's relations have been termed out to be 'Roller-Coaster ride' as after emergence on the map of earth, the first Pakistani Prime Minister, Liaqat Ali Khan visited United States instead of Russia. Because, the United States secretary of state Henry Kissinger once said; 'We don't have permanent enemies or friends, rather our interests are permanent'. This paper will pinpoint Pakistan's relations with the United States of America after the incident of 9/11, 2001 and the dynamics and prospects of 21st century.

Keywords: 9/11, Challenges, Strategic importance, war on terror

Introduction:

Peaceful Pakistan is very important for peace in South Asia. As well as peace of Pakistan is very valueable to United States affairs. 9/11 brought two nations very closer to each other because of their common interests. Both Pakistan and U.S joined hands together against war on terrorism.

As we know that from 1950s many ups and downs came in Pak-US relations but after 9/11 the time came that once again both the nations Pakistan and United States joined one another against terrorism. United States joined Pakistan in war on terrorism because of Pakistan's strategic importance.

¹ M.Phil. scholar in Pakistan Study Centre University of Balochistan Quetta Pakistan

² Professor and Director, Pakistan Study Centre University of Balochistan Quetta Pakistan

When Pakistan came into existence, at that time the newly born country really needed good and co-operative friends for her progress.

To create good and peaceful relations with neighbors or the other nations is the main part of Pakistan's Ideology. Very soon after the independence Pakistan received several proposals from two superpower i.e. U.S.A and USSR, but Pakistan accepted the proposal of USA instead of USSR, and started its diplomatic relations with United States.

Pakistan started its ambassadorial relations with USA by the visit of first prime Minister of Pakistan Khan Liaqat Ali Khan in 1950 on 3rd May.

The relationship between these two nations started of diplomatic ties in a proper manner. Many ups and downs came in between the relations of Pakistan and United States, and the geopolitical position of Pakistan always played a vital role in those circumstances.

As it is known that Pakistan has a great Geo-Political position in the world, according to Shahnaz Akhtar "because of a great geopolitical position of Pakistan, Pak-US relations have great history".

The most important time period in Pak-US relations started after the incident of 9/11, because it brought number of challenges in the world. Though at that time overall world order was disturbed but most of the challenges were being faced by South Asia especially by Pakistan.

9/11:

When the U.S plains were hijacked in September 11 in 2001 and those planes were hit to the WTC (World Trade Center) of America and number of people becomes the target of those attacks. And those attacks brought a great change in world politics.

2001:

Soon after the occurrence of 9/11 U.S started Military campaigns all around the world and especially in Muslim countries. In that situation Pakistan played its role to deal with Taliban, on the point that they would handover Usama Bin Ladin to America. So in that case Afghanistan would be avoided of American strikes. But all deals failed and Pakistan gave permission to American Military to use Pakistan's territory for Military use to attack on Afghanistan.

But after all that Pervez Musharraf gave his statement that Pakistan was not in such position to oppose America's demand. And he also clarified that America had threatened if Pakistan would not cooperate then first Pak would have been attacked before Afghanistan. Soon in 2001 US take up all sanctions imposed on Pakistan as a result to Pressler's Amendments.

2003:

In 2003 US let free \$1 Billion loan previously taken by Pakistan and it was a sort of reward of Pakistan's cooperation in Afghanistan battle.

2004:

In 2004 US President George Bush announced that though Pakistan is not a NATO Ally, but gave permission to keep latest military equipments.

In 2004 US started Drone attacks in territory of Pakistan to cleanup Pakistan Taliban. But in those attacks not only Taliban were killed but number of Pakistan I citizens lost their lives, which brought opposition and hate in hearts of Pakistan against drone strikes.

2007:

In 2007 a report was issued that Pakistan is using US aid to strengthen its own military powers.

2008:

There has been always lack of trust between these two allies and on several occasions U.S blamed Pakistan of aiding terrorist activities in South Asia, which could not create favorable situation for friendship. In 2008 a US strike hit 11 Pakistani soldiers and few Talibans. Which brought strong opposition and Pakistan army called it a strike on trust and cooperation between these countries.

2009:

Pakistani President (Pervez Musharraf) gave his confession that US Aid which was given as a good ally in Afghanistan was used for its military purposes.

In 2009 US passed bill by the name of "Kerry-Lugar Bill" in that bill a non-military aid of 7.5 Billion dollars were offered and number of demands was put forwarded by US to Pakistan Military commands. Which openly displayed lack of trust on Pakistan Military

and that bill also announced that Pakistani Taliban are more dangerous than Afghani Taliban to peace of world. In 2009 Pakistan became at the position No 10 in the ranking of failed states in the world.

2010:

In the starting period of 2010 a combined operation of US and Pakistan military was held in which the captured "Mullah Abdul Ghani" was taken in custody and then US appreciated Pakistani Military cooperation in that operation.

2011:

In 2011 on agent of CIA named as "Raymond Davis" shot two Pakistanis to death and insisted that they were abducting him. So in right to his private defense he killed them. US demanded of his released said that he was not unlawful because of his provide defense, so he should be released as soon as possible and then soon he was set free by Pakistan government.

In May 2011 an operation was held in Abottabad Pakistan, in which Osama Bin Ladin was assassinated by US Navy. US president announced that operation was conducted with sharing information to Pakistani forces. But on other side Pakistani government announced that it was conducted by both US and Pakistani president openly denied US claim.

Relations between these two allies were disturbed once again when US strike 24 Pakistani soldiers and told that it was by the reason of resistance showed by Pakistani soldiers in shape of firing. But Pakistan forces refused their claims.

Because of those strikes Pakistan ordered US to leave Salala Air Base and as well Pakistan Stopped NATO supplies on the routes of Pakistan.

2012:

With the start of 2012 number of attempts was started from internal and internal sides to reinstate NATO Supplies, Pakistani Prime Minister Yousaf Raza Gilani told to media that NATO Supplies were halted without any internal pressure and this matter will be dealt with general agreements. NATO secretary requested to reopen NATO supplies for the purpose to eliminate Taliban form the region, furthermore John Kerry a US Senator clarified that now these states are not in positions to quarrels because it is the time to operate with one another to remove Taliban from territory.

In May, 2012 Pakistani President Mr. Asif Ali Zardari visited Chicago to attend a meeting of on the issue of this blockage at NATO supplies through Pakistan territory but at the end of that meeting no any clear decision.

Soon after that meeting on 23rd May us senate reduced Pakistan Aid more than 50% Not only this but also warned Pakistan, that if Pakistan fails to reopen NATO Supplies route, so this Aid will be deduced more and more.

Drone Attacks in Pakistan:

In the counter terrorism policy of US against Al-Qaeda and other militant groups started in FATA after 9/11. The first drone attack in FATA (Pakistan) took place in 2004. And before that the very first attack took place in Afghanistan in 2002. 324 incidents of drone attacks are recorded till 2017 in Pakistan. And 2010 in Pakistan 90 drone attacks took place. These drone attacks started from FATA but with the passage of time these attacks extended in the other parts of Pakistan and even in 2016 drone took place in Noshki (Balochistan) as well.

These drone attacks created high level problems in economic and social fields of Pakistan. And the government and people of Pakistan facing allot of problems and challenges because of that attacks and because of terrorism till now.

Drone attack in Pakistan: 2005-2017

Year	Incidents	Killed	Injured
2005	1	1	0
2006	0	0	0
2007	1	20	15
2008	19	156	17
2009	46	536	75
2010	90	831	85+
2011	59	548	52
2012	46	344	37
2013	24	158	29
2014	19	122	26
2015	14	85	17
2016	3	7	1
2017	2	9	0
Total*	324	2817	354+

Conclusion:

Keeping in view all the above discussion we come to an end that in bilateral relations between United States and Pakistan were not in dynamic position, number of ups and downs occurred in these relations but most of them occurred after the incident of 9/11. And the main things in these relations were that, that Pakistan sacrifices more and more to create good bonds between these countries, and Pakistan also tried to establish peace in the world, in war on terrorism Pakistan has suffered more and more than any other country in the region.

References:

Ahmed, N., (2012). *Re-defining US- Pakistan Relations*. The Dialogue, Vol. VII. No. 3. Pp. 212-233

Akhtar, S., (2012). *Dynamics of USA-Pakistan Relations in the Post 9/11 Period: Hurdles and Future Prospects*. International Journal of Humanities and Social Sciences, Vol. 2 No. 11. Pp 205-213

Dawn report, (2012). *Timeline: History of US-Pakistan relations*, Daily Dawn, Pakistan (04th July, 2012). Retrieved from (<https://www.dawn.com/news/731670/timeline-history-of-us-pakistan-relations>). Accessed on 24th March 2017

Fayyaz, S., (2009). *Post 9/11 Peace Narrative in Pakistan*. Conflict and Peace Studies, Volume 2, No. 1. Pakistan Institute for Peace Studies. Pp. 1-5

Firdous, I., (2011), *24 Soldiers Killed in NATO Attack on Pakistan Checkpost*, Dawn Pakistan (26th Nov. 2011). Retrieved from: <https://www.dawn.com/news/676084> Access date: 24th March 2017

South Asia Terrorism Portal (SATP) Database, (2005-2017), *Drone attacks in Pakistan: 2005-2017*. South Asia Terrorism Portal. Retrieved from: <http://www.satp.org/satporgtp/countries/pakistan/database/Droneattack.htm> Access date: 1st April 2017.

Khilafat Movement and Ottoman Empire: Aspects of Success and Failure for Social Awareness

By

¹Fouzia Sultana, ² Dr. Noor Ahmed

Abstract:

This study attempts to look at the role of the Khilafat movement in India earlier this century. The study shows that the abolition of the institution of the Caliphate in Turkey, and the reasons given by the Turkish 'ulama for its abolition, provided food for thought to the Muslim elite in India. Muslims saw in the reasons for abolition of the Caliphate in Turkey, a process of (ijtihad) in which it was possible to update the institution of the Caliphate. This reflection made it possible to demand, from the British government and the Indian National Congress, an Islamic state. Such a development emerged as the legacy of the Khilafat movement. The Ottoman Empire was a valuable ruler on the time and its popularity, peace, justices and leadership as same like khilafat movement struggle. There were many aspects of its decline, defeat and division with Sultan Muhammad Fateh the emperor of Ottoman Empire. After tracing earlier views of the Caliphate this study looks at the connotations of the historical events, which occurred in the past, helped with Muslim Leaders in subcontinent. Finally, the comparative findings of Khilafat Movement and Ottoman Empire show that in the thinking of twentieth-century Indian Muslims the institutional rationale of the Caliphate seems to have evolved, from a one-man Caliph-emperor to a socially elected, democratic caliph state, from the idea of an individual Caliph to the concept of an Islamic state.

Keywords: khilafat, ottoman, Aspects, success, failure, social awareness

¹ Research Scholar at Pakistan study center, University of Balochistan Quetta Pakistan

² Assistant professor and Research Supervisor, Pakistan study center, University of Balochistan Quetta Pakistan noorahmeddpsc@yahoo.com

Introduction:

A territory under the Islamic leadership including principals and code of life, Islamic steward is known as caliph (Khalifa), the selected person follows the Islamic rules under the quote and supervision of Islamic prophet Muhammad (PBUH) and it should be leader of all Muslim community. (Kadi, Wadad; Shahin, Aram A (2013). The history is showed that caliphates were based on Islamic and other multi ethnic empires developed and continued long time, it was changed by time to time. (Al-Rasheed, Madawi; Kersten, Carool; Shterin, Marat (2012). The various periods different caliphates were existed: first (632-661) Rashidun Caliphate, second (661-750) Umayyad Caliphate and third were (750-1258) Abbasid Caliphate. The ottoman caliphate was fourth and major Ottoman Empire established on 1517, after this caliphate there were many Islamic states raise the voice and claimed for caliphates. (Kadi, Wadad; Shahin, Aram A, (2013). Muhammad (PBUH) give the lesson and the unification of the Arab tribes to serve their life's on Islamic principles and care there neighboring tribes and spread the message of peace and Islamic life (Rubin Barry, (2015). Under the supervision and history of Muhammad various tribes accept the Islam and adopted Islamic life. The Islamic first Caliphate Rashidun was established on 632. (Nigosian, Solomon A. (2004). The four caliphs, were directly famous and succeeded under the leadership of Muhammad (PBUH) who as leader of all Muslim communities. (The Roots of Democracy in Islam).Irfi.org. (2002).

The Ali was fourth caliph, some muslims like him and called shia, and history showed, the Ali was popular in all muslims called first caliph and Imam after Muhammad (PBUH). (Triana, Maria (2017). The Muslim states were continuing its work on the rights of Islamic principles and vision of our Holy Book (Quran Pak) and Muhammad's educations to all sahabaa and different tribes. The caliphate was working very well (Umayyad dynasty Islamic history)

The Islamic emperies were gradually famous everywhere and all Muslims followed Islamic rules and principles, these were widely spread and followed by all human (Holt 1984). The whole world like and follow the new Islamic principles and caliphate to make their society satisfactory and ideal as Muslim states (Dominique Sourdel, 1978). The unity and faith were key roles in caliphate moments; in these issues all Muslim's were selected a faithful persons to be Muslim's community representative (Googelberg.). Islamic principles teach us how to carry on a social community life and spread the message of Allah and its Messenger to the all peoples and whole world (Triana, Maria (2017).

Khilafat Movement:

The Muslims of British India launched khilafat movements in 1920 to defend the caliphate of the Ottoman Empire at the end of the First World War; this movement was spread widely in British territory. The leaders of this movement were Mohammad Ali Johar, Shaukat Ali, and Maulana Abul Kalam Azad, the Hakim Ajmal Khan, Dr. Mukhtar Ahmed Ansari and Muhammad Jan Abbasi were supporters of this movement. The movement lost its momentum after the arrest of all Muslim leaders.

The Khilafat movement in the early twentieth century had the same ingredients. It also had in it a pan-Indian content because after the 1857 uprisings, Muslims found themselves stripped of much that belonged to their Islamic culture in India.

They also found themselves in increasing competition with Hindus and other non-Muslims. But at the heart of the Khilafat movement was the idea of the preservation of that ideal Islamic symbol, the Caliphate that had the duty to create and defend an environment of the uncorrupted community of the time of the Prophet.

Since it was held that there would be no more Prophets, the majority Sunni Muslims came to believe that authority rested upon the Caliph, the successor to the Prophet Muhammad. The caliph's role would be to ensure the prevailing of divine justice on the earth. The caliph, therefore, was both the spiritual and the temporal ruler. It is of the essence of Sunni doctrine that the umma, the historic community, is based upon the Sharia, that its historical development is divinely guided, and its continuity guaranteed by the infallible authority of ijma. This being so, it was one of the duties of the jurists, as keepers of the public conscience, to demonstrate afresh for each generation the legality of its political constitution. This question was in their view bound up with that of the caliphate, which, as an institution, is essentially the symbol of the supremacy of Sharia. (Hamilton A.R. Gibb, (1962)

Khilafat Movement in India:

The Khilafat movement in India in the early part of the twentieth century was an attempt to save this Islamic symbol from collapse. Muslims in India looked up to the institution of caliphate as the prevailing Islamic symbol, the shadow of God on earth. During the Mughal period, the Mughal emperors had appropriated in India the title of Khalifa for themselves. This notion of the caliphate was ingrained in their psyche ever since the first Muslims set foot in India, as we shall see in the following paragraphs. With the collapse of the Ottoman Empire at the end of World War I in 1919, the victorious British Empire

and the European powers were about to sign the peace treaty that would divide the Ottoman lands. The temporal and spiritual authority of the cherished caliphate, the symbol of Islam, would vanish. In some ways, many Muslims in India also felt that they were accessories to the Ottoman defeat. They had sided with the British government and its allied forces to fight against the army of their caliph. This had to be redeemed by saving the whole institution of the caliphate from collapse.

But more than that, Muslims were always in the minority in India. With the collapse of the caliphate, they would be left orphans, at the mercy of the ruling British, in the milieu of a Hindu majority. In this regard, the Muslim Khilafatist leaders drew a clear distinction in their minds. When it came to describing their beliefs, they showed that they were Muslims with clearly extra-territorial loyalties. When it came to describing themselves and the politics they were dealing with, they clearly thought in the Indian terms. Muhammad Ali, for instance, had said that when it came to his Islamic beliefs, he was a Muslim first and a Muslim last and nothing but a Muslim. But when it came to India and its future, he was an Indian first, an Indian last and nothing but an Indian. It is noteworthy that even those Muslim leaders who championed the *muttawahid qawmiyyah* (the one-nation theory) were fully afflicted with this notion. (Rizwan Malik, (1955).

According to William Watson, as he stresses psychological support the movement offered to Muslims so that they could participate in the majority Hindu national movement; and repudiate their loyalty to Britain. Watson tells us that the Khilafat movement ended without accomplishing anything that it set out to do. The basic intention of Indian Muslims, as Watson sees it, was to bring about a world in which Indian Muslims could live Islamic as Indians. One opportunity accorded them, in this regard, was unity with Hindus in Gandhi's non-co-operation movement. At the level of expediency it was absolutely vital for Muslims to co-operate fully with Hindus to attain their objective.

Moreover, the world's Muslims' sentiments were not united with Indian Muslims on the issue of preserving an Ottoman emperor as the Caliph for all Muslims. The Middle Easterners were occupied with their own problems of nationalism. Also, British policies vis-à-vis the Ottoman Empire had been reversed. The treaties made with allies during war years had required of them to divide the Ottoman lands. The Khilafat demand to set the clock back to 1914 just would not make any sense. Watson dismisses the movement as unrealistic given the world situation of the time. The perplexity Watson shows about the movement is quite understandable. Clearly, he does not see how the

institution of the Caliphate domiciled in Turkey, defeated by the world powers, and would benefit the future of Muslims domiciled in the India of the 1920s. Instead, Muslims should have made it their priority to continue to foster and build unity with Hindus to achieve their goal. Watson concludes:

If Indians had been able to see any positive accomplishments resulting from their efforts, they probably would have worked on in unity. Probably then Indian Muslims would have discovered that the continued existence of the Khilafah was not a pre requisite to their ability to live Islamic as Indians. (William J. Watson, (1955). A.C. Niemeijer, in his dissertation on the Khilafat movement emphasizes on its pan-Islamic content and suggests that the Khilafat movement in India was a monolithic Indo-Muslim response to the fate of the caliphate. Niemeijer writes his thesis based on the theories of nationalism and suggests that the whole notion of pan-Islamism in the Khilafat movement meant that the movement started on the wrong foot. Had it shunned the idea of Pan- Islamism, it might have succeeded in forming for the Indian Muslims some kind of Muslim nationalism. (A.C. Niemeijer, (1972).

Gail Minault, another scholar on the Khilafat movement in India, picks up from where Watson left off. She argues that the mere pan-Islamic content in the Khilafat movement described by scholars is neither adequate nor simple to interpret. It shows extra-territorial loyalty and implies that Indians were not truly supportive of Indian nationalism in their hearts. In describing pan-Islamic sentiments these scholars neglected the most significant aspects of the movement. That is, they neglected the process of communication going on in India at the time of the Khilafat movement at various levels in the society. There were new methods of organizing political activity which were tried, and also, the styles of religious and political leadership were changing. Minault looks into the movement using some Urdu sources to show that it used pan-Islamic symbols to fuse a pan-Indian Muslim constituency. (Gail, Minault, (1982).

In 1919, the Khilafat leaders realized that in supporting Britain and the Allied forces, Muslims had actually helped weaken the only seat of the Islamic symbol of Islamic rule. Indian Muslim leaders came to fear that with Hindu demands for concessions from the British they might be reduced to insignificance even in India. In this context, the Khilafat Movement became for them a worthy cause. Not all Khilafat leaders thought along these lines, of course. There were leaders in the Khilafat committee who sincerely believed that their cause would redeem them from the sin they had committed to ally themselves with Britain and the Allied forces;8s and some others believed that Britain, as true

power for the Muslims in the world, would never infringe upon the caliphate, but on the contrary would promote it. For yet others, it was a true cause for Islam.

And then there were others like Muhammad Ali Jinnah and Muhammad Iqbal, who while supporting what the Khilafat movement stood for vehemently, opposed the style of the Khilafatist leaders. Their views were to emerge later in the Pakistan movement. In any case, it was felt that the restoration of the Caliphate was necessary. Besides the historical claims for legitimacy sketched so far, there were several other factors giving importance to this cause in the minds of Indian intellectuals. It is to these that we now turn.

Ottoman Empire and Ottoman Caliphate:

The sultan of Ottoman was claimed the caliphate and continued few years, (1362 to 1389), (Lambton, Ann; Lewis, Bernard (1995). The empires of various states follow the moments of Sultan Muhammad Fateh ottoman and began work in same way of caliphate. The popularity of this type of caliphate provide the rights to overall and spread the new thinking, policy, and justice in everywhere. The work and new type of managements was very familiar and keep as symbol. (Kemal H. Karpat (2001).

The Ottoman Empire was gradually stable because of its popularity and stability by the peoples (Kermeli, Eugenia (2009). The peoples on that time were in different religions, some accept the Islam and some remain constant on their ethnic groups (Lowry, Heath (2003). The followers of Ottoman Empire and its lover face many criticism and difficulties because of its theory (Finkel, Caroline (2005). The death of Osman in century it was very difficult to manage the all things. The son of Osman took the control of Anatolian city in northwest. After the capture of Anatolian city the son of Osman, Orhan make its capital of Ottoman stat on 1326. (Robert Elsie (2004). The Necropolis battle in 1396 was large-scale but failed to stop Ottoman Turks. (David Nicolle (1999).

The ottoman stat and other neighbor areas were constructed according on Turkish dominion and play a peaceful role. (Gabor Agoston, Bruce Alan Masters (2009). Ottoman some territories were permanently and few were temporarily recover from Murad II in 1430 to 1450s. (Mesut Uyar; Edward J. Erickson (2009).

Growth of the Ottoman Empire:

Ottoman Empire growth was increased with the passage of time and military influence was also produced effects on it. (Stone, Norman

(2005). The bad relations, Western Europe and ottoman stat case resistance between Italian and ottoman. (Hodgkinson (2005)).

The century of 15th and 6th Ottoman Empire was in expansion period and it proposed new rules and nominated Sultan and also connects bridge of trade between Europe and Asia. (Karpat, Kemal H. (1974). Empires eastern and southern fight sultan Salim with Shah Ismail and defeat him. (Savory, R. M. (1960)).

The Salim implement new rules in Egypt and it's expended to Portuguese empire and Ottoman Empire to maintain power in the region. (Hess, Andrew C. January (1973)).

Ottoman Empire Sultan Mustafa rules were stronger and followed by all peoples this type of stat widely spread throughout the western area of Egypt. (Imber Colin, (2002)). The empire of neighbor stats follows ottoman and other Egyptian rules to keep peaceful region environment. (Thompson Bard, (1996)). The western areas were taken by Baghdad and Persians in the year of 1535, the Ottoman Empire cannot resists against his violation and miss understanding in the region. (V.J. Parry, 1976) while the eastern areas also want to participate with dividing empire areas. (Spencer C. Tucker, ABC-CLIO, (2010)).

The various stats and regions of Egypt and Ottoman Empire make unity to construct a new environment and social system to control regional solidarity and living slandered. There were many problems and conditions faced Sultan and his empire to keep region peaceful. (E. H. M. Clifford, (1936)). It was approximately empire spanned 877,888 sq mi (2,273,720 km²), extending between three continents. (Ágoston Gábor, 2009). The extending areas of empire in continents make relationship between midtrial seas. (Mansel Philip, (1997)). The ground realities were completely against to Ottoman Empire and its performance but the popularity and a ruler system make it stronger, that's way the empire was extending quickly and regions were adding unanimously in Ottoman Empire. (Deringil Selim, (2007)).

Transformation of the Ottoman Empire:

The popularity of Ottoman Empire was increasing on 2nd half of 16th century to Europe and Middle East. (Faroqhi Suraiya 1994). The transformation of military, political and economic aspects was successfully divided by the powerful leadership of Ottoman Empire. (Hathaway, Jane (2008)). The historical back ground and ground realities support to Ottoman Empire and give him moral support, the other empires help to transfer different regions to small stat and empires for justices. (Faroqhi, Suraiya (1994)).

History of empires shows that battle were not only way of division but the peace, unity, justice and legal rights make it easy to transfer the power higher to lower empires. (Davies, Brian L. (2007). Therefore most of region wre transfer by wish of peoples and justice because the sultan of Ottoman empire know if he cannot transfer the power, peoples does not like him and they cannot follow his rules and empire anymore. (Orest Subtelny (2000).

The various regions were create happy movements and calibrations in the fever of sultan and its justices with peoples, finally the transformation process successful because of its popularity and love of empire peoples, (Kinross, (1979). Empire management and its military power were also distributed to the various small regions because it was demand of local peoples to transfer all sources and powers to the peoples of that region. (Halil Inalcık, (1997).

The Ottoman Empire transformation process were completed successfully, the peoples, other empires sultans and lovers of this revelation was appreciated and follow this system. Worldwide other empires also support this division especially Egyptian and western areas for peace and new system of empire. (Gabor Agoston, Bruce Alan Masters, (2009).

Factors Affecting the Ottoman Empire:

There were many factors directly influenced on ottoman empires such as Russian factor, this was time to warm seas expansion in large scale and cause disturbance illegal way for business and military sources came from different areas without legal permission. (Stone, Norman (2005). The peoples like this to control illegal way of coming because it was big problem which make social and environmental crises in a region. (Watson, William J. (1968).

Russian empires cannot support mostly, because they do not like the popularity and peaceful environment of ottoman and its neighbor empires. (Karsh (2006). This was a big conflict between Russian and other empires in the region. There are many other factors indirectly influence on empires, but passage of time many questions answered by himself and settled. The factors cannot kept prolong, after few years it were settled and comedown according on their bases, finally it was decreed and empire was worked as usual in the region. (Berend, Tibor Ivan (2003).

Decline Phase of the Ottoman Empire:

The history showed that decline phase of ottoman state and empire was come soon because of its big areas and increasing population in the

region. Ottoman rules were very famous and widely like by all areas in western and eastern territory. (Stone, Norman (2005). Peoples of ottoman were very disappointed when the decline time was started. (Rogan, Eugene (2011).

There was many hidden factors directly and indirectly effects on ending of ottoman and its surrounding empires. (Williams, Bryan Glynn (2000). The time shows that largest empire is slowly loss its image and military powerful source was divided with various official and leaders which were controlling the all aspect. (Amjad M. Jaimoukha (2001).

The history showed that on the period of ending empire all mattes were going wrong and peoples supported Ottoman Empire but its loosing and declining situation cannot stable the empire. The time was very limited to controlee internal and external crises but it cannot be smooth and normal. (Baten Jörg, (2016). In the historic books and writers explained very briefly that peoples and neighbors support Ottoman but it was too late to manage the complicated situation in the region. (Eugene, (2011). The neighbor empires and other territories support to ottoman but they also unable to deliver such support and military power which were desire to empire. (Taylor, (1955). Egyptian territories were spread and covered western and eastern all areas and make control by sultan and some military troops by the help of local peoples in ottoman empires. Russian and Egyptian areas make weak and unstable the ottoman and their neighbor area that's way this was a factor of decline the empires. (Akçam, Taner (2006). It was proof that in declining face there are many peoples were died and sacrificed to protect empire and support to military those are fighting with enemies. (Justin McCarthy, (1995).

It was a time Ottoman Empire was defeated by its neighbor empires and some internal and external stats enemies. The history showed that the struggle of ottoman was prolong and many people's like it and supported. Finally the division was happened and territories were free from ottoman empires and from its military. An even empire was defeated but still peoples love him and try to fight for him, financially, and military it was declined. The ottoman empires left a moral system for all empires.

The government of Ottoman Empire handover the all officially and economically power to the sultan and he took action to free its part and various territories and independent. (Kieser Hans Lukas, (2002). After the release of various part of ottoman they become free and independent empires as they want and government of peoples was takeover, (Schaller Dominik, (2008). The news of empire decline and

defeated was spared widely (Hakan Ozoglu, (2011). It was a peak time of difficulties and decisions to Ottoman Empire and their leaders to make region peaceful.

References:

- A.C. Niemeijer, *The Khilafat Movement in India 1919- 1924*, (1972) (The Hague: Martinus Nijhoff,) , pp. 22-48, 164-178.
- Ágoston and Alan Masters, Gábor and Bruce (2009).*Encyclopedia of the Ottoman Empire*. Infobase Publishing. p. 583.
- Akçam, Taner (2006). *A Shameful Act: The Armenian Genocide and the Question of Turkish Responsibility*. New York: Metropolitan Books. p. 42
- Akmeşe, Handan Nezir *The Birth of Modern Turkey The Ottoman Military and the March to World I*, London: I.B Tauris page 24.
- Al-Rasheed, Madawi; Kersten, Carool; Shterin, Marat. (2012). *Demystifying the Caliphate: Historical Memory and Contemporary Contexts*. Oxford University Press. p. 34.
- Baten, Jörg (2016). *A History of the Global Economy.From 1500 to the Present*.Cambridge University Press.p. 50.
- Berend, Tibor Iván (2003). *History Derailed: Central and Eastern Europe in the Long 19th Century*. University of California Press.p. 127.Ishtiaq, Hussain. "The Tanzimat: Secular reforms in the Ottoman Empire"
- Bryce, Viscount James; Toynbee, Arnold (2000), Sarafian, Ara, ed., *The Treatment of Armenians in the Ottoman Empire, 1915–1916: Documents Presented to Viscount Grey of Falloden (uncensored ed.)*, Princeton, NJ: Gomidas Institute, pp. 635–49.
- Buturovic, Amila (1 May 2010). *Islam in the Balkans: Oxford Bibliographies Online Research Guide*. Oxford University Press. p. 923.
- Carmichael, Cathie (12 November 2012). *Ethnic Cleansing in the Balkans: Nationalism and the Destruction of Tradition*. Routledge.p. 211.
- Charlotte Mathilde Louise Hille (2010). *State building and conflict resolution in the Caucasus*.BRILL.p. 50.
- Daniel Chirot; Clark McCauley (1 July 2010). *Why Not Kill Them All?: The Logic and Prevention of Mass Political Murder (New in Paper)*. Princeton University Press.p. 23.

- Davies, Brian L. (2007). *Warfare, State and Society on the Black Sea Steppe: 1500–1700*. Routledge.p. 116.
- Deringil, Selim (September 2007). "The Turks and 'Europe': The Argument from History". *Middle Eastern Studies*. 43 (5): 709–723.
- Faroqhi, Suraiya (1994). "Crisis and Change, 1590–1699". In İnalcık, Halil; Donald Quataert. *An Economic and Social History of the Ottoman Empire, 1300–1914*. 2. Cambridge University Press. pp. 413–417.
- Fernand Braudel, *The Mediterranean and the Mediterranean World in the Age of Philip II*, vol. II (University of California Press: Berkeley, 1995).Ottoman Empire.
- Finkel, Caroline (2005). *Osman's Dream: The History of the Ottoman Empire*. Basic Books.pp. 5, 10.
- Gábor Ágoston; Bruce Alan Masters (2009).*Encyclopedia of the Ottoman Empire*. Infobase Publishing. p. 363.
- Gail Minault, *the Khilafat Movement: Religious Symbolism and Political Mobilization in India* (New York: Columbia University Press), 198.
- Googelberg, compiled form Wikipedia entries and published by Dr. Islam. Lulu.com. p. 258. Fred Donner. *The early Islamic Conquests*. (1981).
- H. M. Clifford, "The British Somaliland-Ethiopia Boundary", *Geographical Journal*, 87 (1936), p. 289.
- Hakan Ozoglu (24 June 2011). *From Caliphate to Secular State: Power Struggle in the Early Turkish Republic*. ABC-CLIO.p. 128.
- Halil İnalcık (1997). *An Economic and Social History of the Ottoman Empire, Vol. 1 1300–1600*. Cambridge University Press. p. 24.
- Hamilton A.R. Gibb, ed. Stanford J. Shaw and William R Polk, (1962) *Studies on the Civilization of Islam* (Toronto: S.J. Reginald Saunders and Co., 1962), p. 141.
- Hathaway, Jane (2008). *The Arab Lands under Ottoman Rule, 1516–1800*. Pearson Education Ltd. p. 38.

- Hess, Andrew C. (January 1973). "The Ottoman Conquest of Egypt (1517) and the Beginning of the Sixteenth-Century World War". *International Journal of Middle East Studies*. 4 (1): 55–76.
- Imber, Colin (2002). *The Ottoman Empire, 1300–1650: The Structure of Power*. Palgrave Macmillan. p. 50.
- Jelavich, Charles; Jelavich, Barbara (1986). *The Establishment of the Balkan National States, 1804–1920*. p. 139.
- Justin McCarthy (1995). *Death and exile: the ethnic cleansing of Ottoman Muslims, 1821–1922*. Darwin Press.
- Kadi, Wadad; Shahin, Aram A. (2013). Caliph, caliphate. *The Princeton Encyclopedia of Islamic Political Thought*: pp. 81–86.
- Karpat, Kemal H. (1974). *The Ottoman State and Its Place in World History: Introduction*. BRILL p. 21 (2015).
- Karpat, Kemal H. (1974). *The Ottoman state and its place in world history*. Leiden: Brill. p. 111.
- Kermeli, Eugenia (2009). "Osman I". In Ágoston, Gábor; Bruce Masters. *Encyclopedia of the Ottoman Empire*. p. 444.
- Kieser, Hans-Lukas; Schaller, Dominik J. (2002), *Der Völkermord an den Armeniern und die Shoah [The Armenian genocide and the Shoah] (in German)*, Chronos, p. 114.
- Kunt, Metin; Woodhead, Christine (1995). *Süleyman the Magnificent and His Age: the Ottoman Empire in the Early Modern World*. Longman. p.53.
- Mansel, Philip (1997). *Constantinople: city of the world's desire 1453–1924*. London: Penguin. p. 61.
- Matsuki, Eizo. "The Crimean Tatars and their Russian-Captive Slaves". *Mediterranean Studies Group at Hitotsubashi University*.
- Mesut Uyar; Edward J. Erickson (2009). *A Military History of the Ottomans: From Osman to Atatürk*. ABC-CLIO. p. 29.
- Nigosian, Solomon A. (2004). *Islam: Its History, Teaching, and Practices*. Indiana University Press. p. 118.

- Richmond, Walter (29 July 2008). *The Northwest Caucasus: Past, Present, Future*. Taylor & Francis US.p. 79.
- Rizwan Malik, Mawlana Husayn Madani and Jam'iyat 'Ulama-i Hind 1920-1957: (1955) *Status of Islam and Muslims in India*, Thesis, University of Toronto, 1955, pp. 98.
- Robert Elsie (2004). *Historical Dictionary of Kosova*. Scarecrow Press. pp. 95–96.
- Rogan, Eugene (2011). *The Arabs: A History*. Penguin. Repin, Volume 1; Igor Emanuilovich Grabar'; 1948; p.391.
- Rubin, Barry (2015). *The Middle East: A Guide to Politics, Economics, Society and Culture*. Routledge.p. 478.
- Şahin, Kaya (2013). *Empire and Power in the reign of Süleyman: Narrating the Sixteenth-Century Ottoman World*. Cambridge University Press.p. 10.
- Schaller, Dominik J; Zimmerer, Jürgen (2008). "Late Ottoman genocides: the dissolution of the Ottoman Empire and Young Turkish population and extermination policies – introduction"). *Journal of Genocide Research*. 10 (1): 7–14.
- Stone, Norman (2005). "Turkey in the Russian Mirror".In Mark Erickson, Ljubica Erickson. *Russia War, Peace And Diplomacy: Essays in Honour of John Erickson*. Weidenfeld & Nicolson.p. 94.
- Stone, Norman (2005). "Turkey in the Russian Mirror".In Mark Erickson, Ljubica Erickson. *Russia War, Peace And Diplomacy: Essays in Honour of John Erickson*. Weidenfeld & Nicolson.p. 97.
- Taylor, A.J.P. (1955). *The Struggle for Mastery in Europe, 1848–1918*. Oxford: Oxford University Press. pp. 228–54.
- The Reign of Suleiman the Magnificent, 1520–1566*, V.J. Parry, A History of the Ottoman Empire to 1730, ed. M.A. Cook (Cambridge University Press, 1976), 94.
- Thompson, Bard (1996). *Humanists and Reformers: A History of the Renaissance and Reformation*. Wm. B. Eerdmans Publishing. p. 442.
- Triana, Maria (2017). *Managing Diversity in Organizations: A Global Perspective*. Taylor & Francis.p. 159.

- V. Necla Geyikdagi (15 March 2011). Foreign Investment in the Ottoman Empire: International Trade and Relations 1854–1914. I.B.Tauris. p. 32.
- Walker, Christopher J. (1980), *Armenia: The Survival of A Nation*, London: Croom Helm, pp. 200–213.
- Watson, William J. (1968). "Ibrahim Muteferrika and Turkish Incunabula". *Journal of the American Oriental Society*. 88 (3): 435
- William J Watson, *Muhammad Ali and the Khilafat Movement*, (1955) (M.A. thesis, McGill university, 1955)
- Williams, Bryan Glynn (2000). "Hijra and forced migration from nineteenth-century Russia to the Ottoman Empire.

Critical Analysis of Low Female Literacy Rate in District Killa Saifullah:

By

¹ Bibi Sajida ² Nazir Ahmed Kasi

Abstract:

Low female education has always remained a challenge in Pakistan especially in the rural and tribal areas of Balochistan. To examine this problem the researcher has conducted a case study on low female literacy rate in district Killa Saifullah, Balochistan. It is believed that poverty, religion, gender biasness and unawareness are major obstacles in the way of female education. The researcher has applied feminist theories for better understanding of the empirical findings. The human development theory is the main viewpoint which relates social transformation to emancipative values through changes in existential limits. This study is qualitative and quantitative in nature and relies on both secondary and primary data. The data has been collected through field observation and survey in a natural setting. In district Killa Saifullah the educational policy is also problematic. Malik keeps the villagers backward in order to decide their fate. The other big issues are the poverty and gender disparity. Each child of 12 or 18 of age engaged to earn money or lively hood for the family. The fathers give priority of child labor as compared to education it is also a bad luck for the poor families because of too much expansive education.

Keywords: Low female literacy, poverty, gender disparity, early marriages, population, culture.

Introduction:

Education is a set of skills by which the nations and countries can find the track of development. The development of a country is thus possible when the residents are educated (Adam Curle 2004). But they are define the literacy is the rate of educated people with respect to time .In the light of this definition every nation has to take a solid step to promote the education to their nation by the modern means and technology. Adam Curle observed “countries are under-developed

¹ MPhil scholar Pakistan Study Centre University of Balochistan Quetta Pakistan

² Lecturer Pakistan Study Centre University of Balochistan Quetta Pakistan

because most of their people are under-developed, having had no opportunity of expanding their potential capacities in the service of society”. Nelson Mandela in his analysis said: “Education is the most powerful weapon you can use to change the world” (1953).

Therefore it is not important that we should promote the only scientific education but we have to develop the skills, emotions, customs, and tradition, cultural constraints and way of living, according to the requirements of modern age (Hilal, 2012). These all is consequently possible when each one of us fulfill all their right and duties with full concentration. But unfortunately we are living in such a region where all the people are lease and patriot with their country. As a result of these deficiencies the literacy rate of Pakistan is low as compared to develop or under developing countries (Amir Latif 2015). They narrated that the development of country defends on the development of its people.

The Sanctified Prophet (P.B.U.H) alleged “Attainment of knowledge is must for every Muslim”. Explanation of this Hadeeth mentions both male and female. It means that education is not only considered for male but it is both for male and female it is our obligation to acquire knowledge from mother’s lap till grave (Iram Saleemi, 2016).Which clearly shapes that According to constitution of Pakistan section 25A “The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law” (1973). “The constitution declares free of charge and compulsory education to all children from age five to sixteen Constitution of Islamic Republic of Pakistan”, (1973).

According to the Millennium development goal, (MDG 2015) these figures presenting the issue of female illiteracy of Pakistan to statement or address the conditions of rural societies. So, for females is less than for males the overall the number of the institutions. The conditions are worse in villages. Therefore for females schools and colleges are less there. At college level is lacking the female teaching staff. Mostly there are not separate school for females, if for study there are then they lack the proper environment.so lack of furniture, teachers remain absent the schools unavailable books, and the villages away from the schools many more and no transports are available for there. Due to social and cultural obstacles in rural areas this situation is especially disturbing .the education is strictly prohibited on religious ground. In Pakistan dominate religion (96 percent of the population, this is gross misinterpretation of Islam, to acquire education men and women which like all religions urges (Robert Barro and Jong Lee, 2015)

According to geographical structure, province Balochistan is the largest among all the other provinces. Its population is scattered over a wide range of areas and are deprived of the opportunities of education. The literacy rate at the age of 8 and 10 years remains 24.83%. The ratio of literate females was still low or worst and remains 7.94%. The ratio of literate females at the age of 20 to 24 is recorded as 8.40%. This deficiency of literate females is due to lack of opportunities in these areas. Balochistan has been calculated with the lowest female literacy ratio in the world. Due to for several causes 70 percent female are out of schools in the province (Chaudhry, I.S Nosheen, 2014). The provincial government does not take a solid steps or strategies to improve the standard of education in these areas; government has only point out the education of urban areas. That is why the literacy rate of urban areas remains high from 46.86% to 17.47% as compared to rural population at the age of 10 years and above (Zakia Ellahi Bakhsh 2015) mentioned a big factor which influences the female literacy rate. This factor can be named as armed forces. (Mahmood, 2011) In Balochistan there is some educational threats especially for female education due to which the fathers and guardians are not willing to sends their daughter to get education at schools. Some serious incident have been done in this aspect, like the principal of Panjgur have been attacked and the teacher are intimidated. On the other hand the constitution of Pakistan had taken the right of education for men's and women's "Not difficult to access schools, but there are actually less schools in the province in terms of population" (Alif Ailaan and SDPI. 2015).

Bashra gul kakar (2016) in the interview to Dawn news high lights the current atmosphere, she said that Balochistan is a province which faces a lot of threats at every sectors, like politics, education etc. She said that in the surrounding of threats the father cannot intimidate to send their daughters to schools. Most of the teachers and professors are not willing to continue their jobs in this situation, because there raised a questions about their lives. "The Impact of gender difference in education on rural poverty in Baluchistan which makes another reason for low enrolment and high dropout rate, especially among female students" (Sheikh, 2009). The report states "Inadequate capacity of teachers and non-availability of basic facilities remain primary reasons behind the poor quality of education. Most teachers in rural parts of Baluchistan lack the aptitude required to teach science and mathematics." The Dawn.com report further states "Two-thirds of all children in Baluchistan are not in school (Pakistan Economic Survey 2014-15). In short the education of Balochistan has facing a lot of difficulties in their path. All these difficulties will be discoursed third in the literature chapters. If everyone we take responsibility of our duties, then we can improve our educational standard. "The condition

of the institutes is also very disheartening as they are not even provided with the basic necessities like furniture, toilets or drinking water". (Dawn news, 2016)

According to PSLM (2013-14) the literacy rate of district Killa Saifullah is noted 57% among men and 8% among women. Then the whole rate of literacy stood that 37% according to this survey. The survey has just measured the read and writes ability of the students, if the survey is done on the international standard, would be even lower than this level. According to (MICS 2014) The low literacy rate in district Killa Saifullah is due to a number of reasons like, customs, traditions an awareness of the inhabitant, living standards, gender disparity, poverty lack of facilities, shortage of teaching staff and teaching equipment's and religious point of views.

From all above mentioned factors poverty is the major one, "children usually take a late start at the age of 8 and 9 years, then after a few years the parents drops them from schools and put them in some business", because according to them education is no more importance (Education Department of Balochistan, 2015) .So they think that their child can earn some amount of money to improve their economic standard. The second major factor is gender disparity. In district Killa Saifullah all the people become a victim of traditional values. According to them girls education is of no more importance. They think that girls are only for house hold matters. Shortage and untrained teachers is also a big factor which influence the literacy rate.

Theoretical Framework:

Here the researcher has been investigated a hypothetical agenda of the low female literacy rate in the district under study. A researcher has been worked in the light of modren theories of education. The researcher has applied feminist theories for better understanding of the empirical findings. The human development theory is the main viewpoint which relates social transformation to emancipative values through changes in existential limits. The initial tenure was developed by Theodore Schultz in the 1960s who desired to set a value on human capabilities and pointed out that human capital should be alleged as any other capital that could be improved and invested into through education, training or experience. Education is some of the greatest instance of expenditure in human capital Wiel (2009), proposes that human capital can be demarcated such as extent of an employee's skill and of the economic worth established.

Human capital theory acquiesces that training, or education, increases the production of workers by communicating beneficial skill and information, therefore promotion workers 'future revenue by growing their lifetime incomes (Becker, 1975). Human capital theory is further

appropriate in countries with high population growth. Human capital replicas stress the influence of education on societies and education carries the technical knowledge needed to raise individual production. Further studies also recommend that is very significant quality of learning linked some other aspect. The talent to read such as, basic skills and consume a more impression on individual making than do year of education, to realize daily procedures (Hanushek, 2007). These definitions donation the idea of suitable literacy /illiteracy. According to (fuller Gorman & Edwards 1986) quality of learning, dignified over literacy rata, such as school quality may have a higher effect on development than enlarged enrolment. These reviews similarly expose a solid connection between the quality of education and background of family variables, human capital models furthermore added that parents who are uneducated have an undesirable impact on the conceivable earnings of their families. The World Declaration on Education for All (Jomtion, 1990) indicated that education starts at birth and remains all over life. Subsequently, illiteracy are present complete the whole life rotation, the effects of societal. "Throughout initial childhood, the impacts of illiteracy can be realized inside the family part and the prime socialization procedure. Far along, in adulthood, illiteracy influence and a person's social situation, cultural capital and earnings". Accordingly, Illitarcy enhance the probability of continuing in poverty. Close of 12 year of schooling i.e., vanishing sccondaty education) gives an 80% casual of wages a revenue great sufficient to drop poverty.

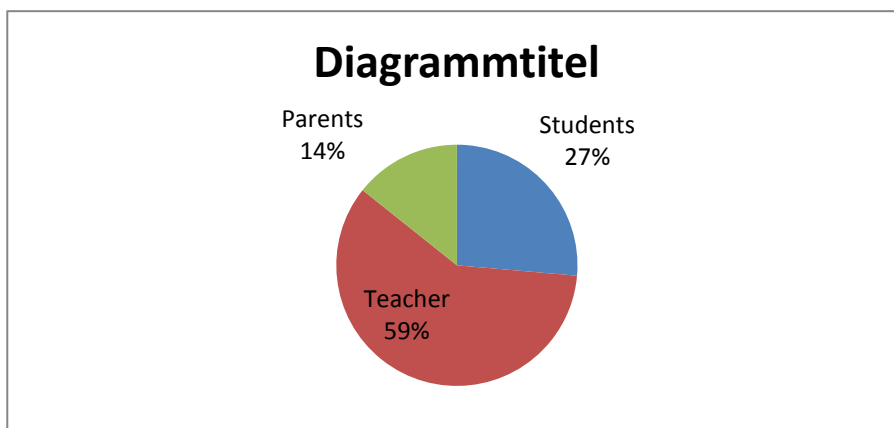
Data Analysis:

The survey was conducted by the educated and uneducated people who mentioned Students, parents, teachers, with schools and colleges'. Additionally, the calculated material as data related to education from indigenous indicated household surveys and some key of educationist of district Killa Saifullah. The liker measure is fairly utilized to check local view on exact reasons. These ideals are recorded below.

As the area population is properly large. The survey was limited to few villages due to lack of finance and conveyance problem. In district Killa Siafullah almost 150 villages only those villages were selected which are located in very distance from district Killa Siafullah. Those villages includes Urgus, Zma Shamard, Wacha Zama, Khazina, Pasha Murizyi ,Kuch Malazyi, Yaquba ,Sanzilyi, Oblon, Khadarkhak, Urgisyi, UnisAbad, Ghabergyi, Pirozyi Kan, Ragma Baklzyi, Dara, Samkhil ,Landikilli ,Ragma Sultanzyi ,Ghabargi, Shana Khuwra, Killi Barmo ,Killi Khawaja Amran, Sara Salawta, Killi Dumran, Ghunda Mara, Killi Batozyi, Killi Talari, Killi TowyiSar, Ghorzyi Killi ,Lowi

Band, Badni, killi sanger Khoza khyzi. All these villages were visited and surveyed for the purpose of education.

Chart Title: Percentage of responses of Teachers, Students, and Parents of District Killa Saifullah



Causes of low female literacy rate in District Killa Saifullah

The study was brought out to conclude the core causes of female low literacy rate in district Killa Saifullah. The facts have studied and offered through method of graphs and tables. Above graph assertion as 14% parents, 27% students and 59% are of the view of teachers regarding about targeted issues and problem of female education. Although the following reasons are considered severe for the low female literacy rate in district Killa Siafullah. Following are the views of that the numerous of the respondents accepted such as outcome of research survey, while supports of the maximum of the people are focused in these points.

These are following points.

- Importance of female education.
- Poverty.
- Growth of population.
- Gender Discrimination.
- Local Tradition.
- Government Support.
- NO Family Support.
- Lack of Awareness.
- No Proper Transport

- No Institution
- Lack of female school.
- Customs of Veil.
- Government Mismanagement.
- Early marriage.
- Social Causes.
- Economic causes
- Lack of parents awareness

Q1

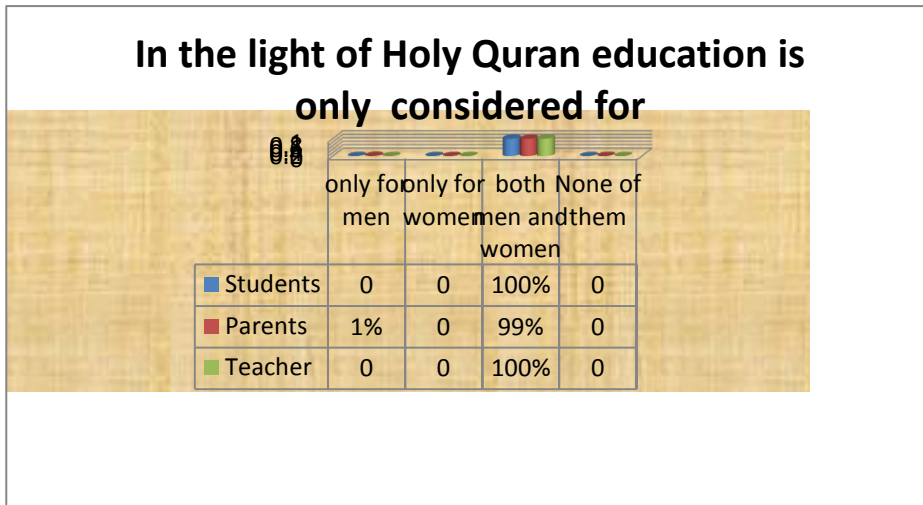


Figure 1: causes of low female literacy rate in District Killa Saifullah

Figure 1 subsequently, education is exact significant to build female suitable member of society. Women cannot get education they until unidentified aware about their rights due to various factor where women cannot get education in district Killa Saifullah. But now its need of time that male and female should be knowledgeable for them about new laws, legislatures, facts and organizations working on various matters. While gender discrimination must be eliminated by education, demonstrate status that in the light of Holy Quran education is compulsory for both men and women. “It is our Islam that 1400 years before gave the due rights to women and allowed them to donate for the improvement of society “According to these figure in overall 100% of students respondents reported that they are in the light of Holy Quran education is considered important for both men and women. The 99% parents also gave the same comments but only 1% of parents were against about both men and women education, they were

thought education only for men. However 100% of teachers same respondents to specified that education is necessary for both men and women.

Q2

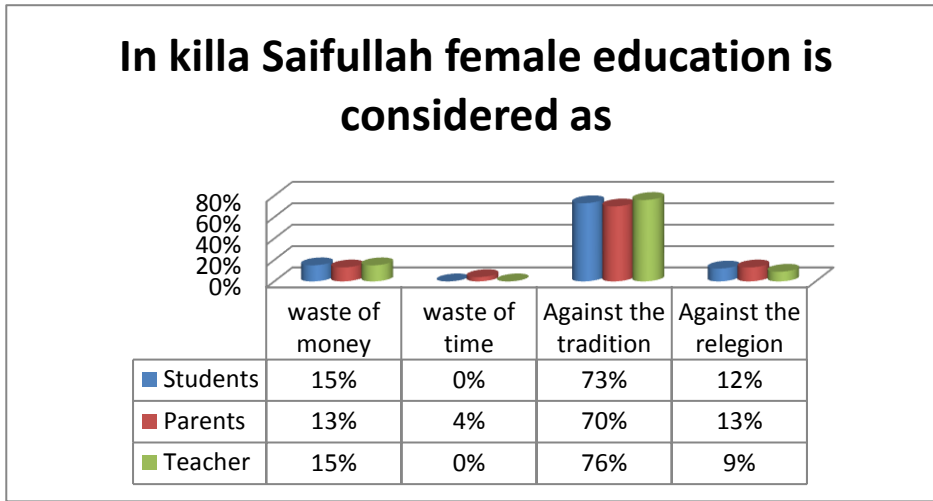


Figure 2: causes of low female literacy rate in District Killa Saifullah

Second question People believe that men are member of household which tolerate the expenses of family, to support the family as economically. They considered that female are not a long track family member then they have to leave afterwards getting wedded .Thus having dominant position in society they ignore the women in every sphere of life. Most of them considered the female education as wastage of time and money.

In our Society interpretation that females should be kept within the four walls of the household as religion restricts. Though majority of Killa Saifullah people especially belong to rural areas they strongly believe on this statement. Some people have lack of the knowledge about Islam and Ahadees in which our beloved Muhammad (PBUH) has supposed: "To achieve education is mandatory for both male and female and seek it no matter if you have to go to China."

Majority of people favored the tradition not towards education in District Killa Saifullah. . As the above table showed that the 15% students, 13% parents and 15% teachers were opinioned that female education is wastage of money. 73% students, 70% parents and 76% teachers were respondents that the female education is against the tradition. 12% students, 13% parents and 9% teachers were sighted that the women education is against the religion. 4% parents respondents were reported that female education waste of money.

Q3

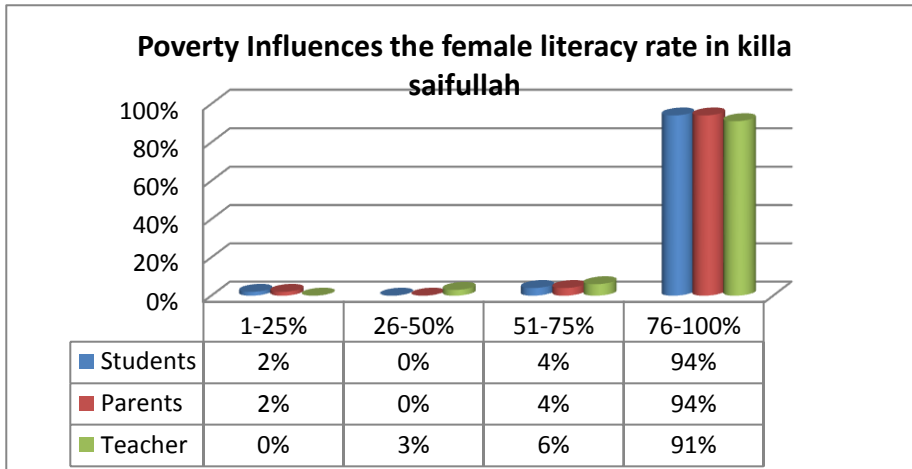


Figure 3: causes of low female literacy rate in District Killa Saifullah

Figure 3 showed that the poverty is stated as the second utmost cause because the most of the people don't have sufficient investment to tolerate the area of quality education which is also there that people lead the Government negligence is directed for not being capable to improve female education.

Although Poverty is concrete root reasons for enrollment low female literacy rate. Majority contribute the viewed that public aren't revolving towards female instruction due to insufficiency of economics and education is only daydream for poor families as exposed in above the table.

In District Killa Saifullah 1-25% to 2% students 1-25% to 2% parents were stated that lack of female education due to poverty, 51-75% to 4% students, 51-75% to 4% parents and 51-75% to 4% teachers also agreed to, as poverty due to low female education. 75-100% to 94% student's, 75-100% to 94% parents and 75-100% to 91% teachers' respondents were informed that due to poverty and low income of the people are incapable to educate their daughters and but less of female education.

Q4

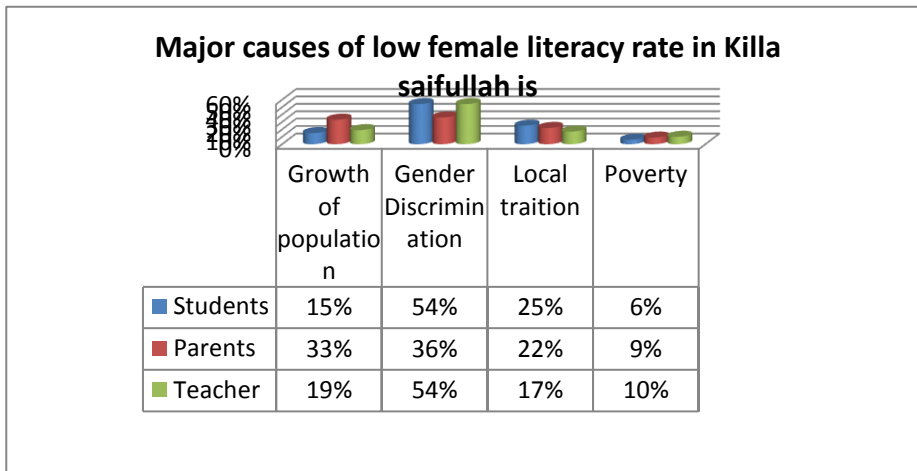


Figure 4: causes of low female literacy rate in District Killa Saifullah

Figure 4, shows that major causes of low female literacy rate in Killa Siafullah. In District Killa Siafullah girls were viewed that parents just take interest only in the male education as compared to female education most of female are illiterate which shows that poverty and gender inequality were major issues blamable for low female literacy rate. The respondents talked in the task of the poverty existence the main causes and related this one with government’s obligation to eradicate the poverty. These people view that there is an inverse effect of higher levels female on the literacy of lower levels women’s fertility in increasing population creates difficulties.

Providing basic and free education to all door steps, they view that fertility behavior of women’s mostly affected by the Islamic teachings and cultural constraints. The fertility raise due to uneducated atmosphere and the family traditions respondents were view Killa Siafullah is bound by traditional and cultural values .which effects in the form of low literacy rate especially in rural areas of Balochistan as show in above the table.

15% students, 33% Parents’ and 19% Teachers respondents were viewed that growth of population as less of women education. 54% students, 36% parents and 54% teachers were view that lack of female education is as gender discrimination. 25% students, 22% parents and 17% lack of women education with local tradition. 6% students, 9% parents and 10% teachers were reported that as poverty low female education in district Killa Saifullah.

Q5

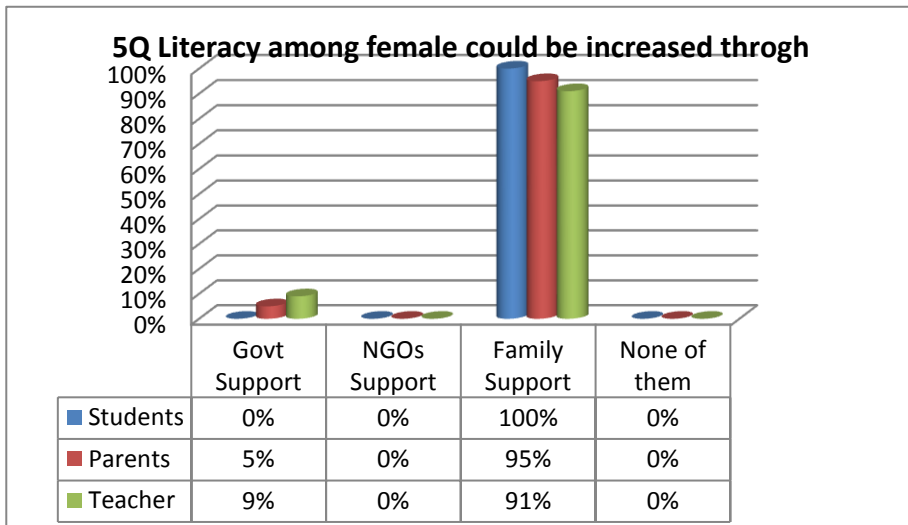


Figure 5: causes of low female literacy rate in District Killa Saifullah

Figure 5, seen that literacy among female could be increased through various supports. Therefore respondents were expression that Killa Siafullah society is also male dominant, all the rules and regulations innings under the commands of males. This dominancy becomes a hurdle in the way of females’ education and maximum of people they don’t have family support due to which the literacy rate remains low. The men consider themselves for the runner of family expenditure.

In indeed, they divide the oriented work of male and female. They concerned with the house holds matters only for women and do not allow them to contribute in all sphere of life. All these factor influence as a low literacy rate in female especially in district Killa Siafullah as showed in above the table.5% Parents, 9% teacher’s respondents described that as Government support female education could be increase. 100% students, 95% parents and 91% teachers were view that with family support could be increase women education in district Killa Siafullah.

Q6

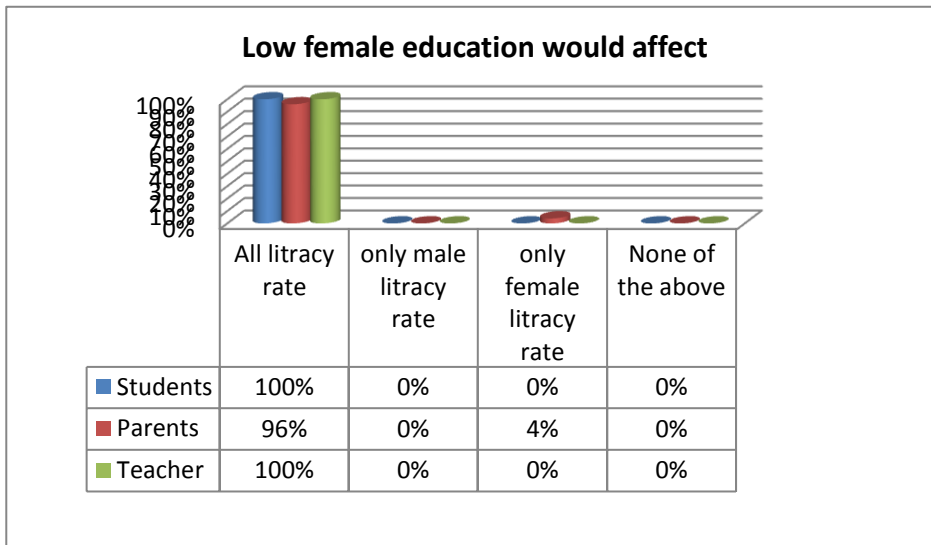


Figure 6: causes of low female literacy rate in District Killa Saifullah

Figure 6, views that low female education would affect all literacy rates. Because Pakistan is kept at 130th place among the literate countries of the world on the basis of adult education in the adult stage the girl’s education is too much low which influence the whole literacy rate of Pakistan. People claimed that the low female literacy rate is due to create unawareness of people and this can be minimized to encourage the educated females and to reduce the individual discrimination.

Moreover illiterate parents can’t make of aware the society and promote cultural constraints. Women were imagined to achieve unquestionable characters, such as a supportive a hard-working, homemaker mother, and a respectful wife. Therefor the one uneducated women negatively affects future of the whole society.

Uneducated females have influenced both on their families and on wide society such as view above in the graph.100% Students’ 96% parents and 100% teachers all of them same respondents were reported that low female education would affect about all literacy rate both male and female just 4% parents were view that it would affect only female literacy rate.

Q7

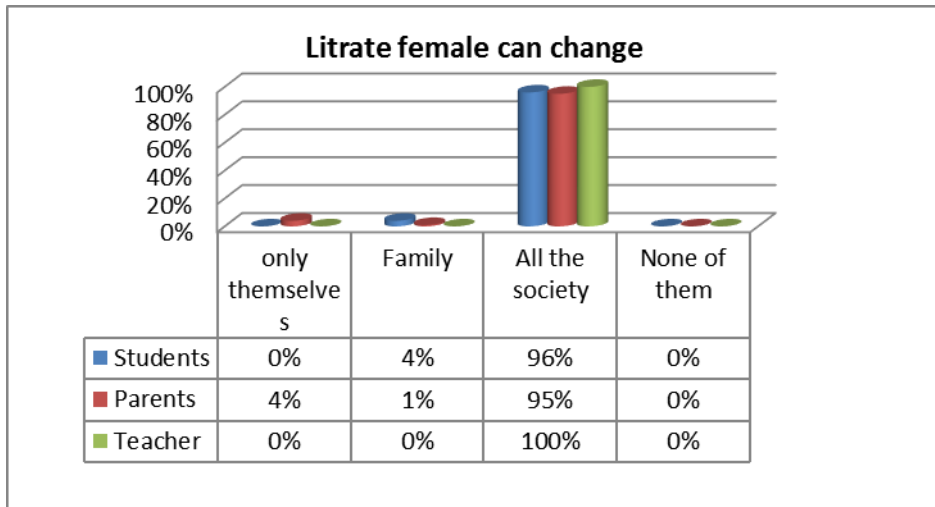


Figure 7: causes of low female literacy rate in District Killa Saifullah

Figure 7, showed that literate female can change all the society. Therefore the following graph has been plotted between the willingness or desires of people of different categories' like reported students and parents denoted that the female education change the society or environment. Though all the above mentioned people belong from different communities so they must have different views and thinking about female education in district Killa Saifullah.

The graph showed that the female education effect the whole society and brings a growing change. Now this fact 4%, parents were viewed that educated women can change only them selves and 4% students, 1% parents respondents were declared that as literate female can changes the family only. 96% students, 95% parents and 100% teachers were represented that educated women change the whole society. That's why the above graph showed the highest rank about the changes all the society views.

Q8

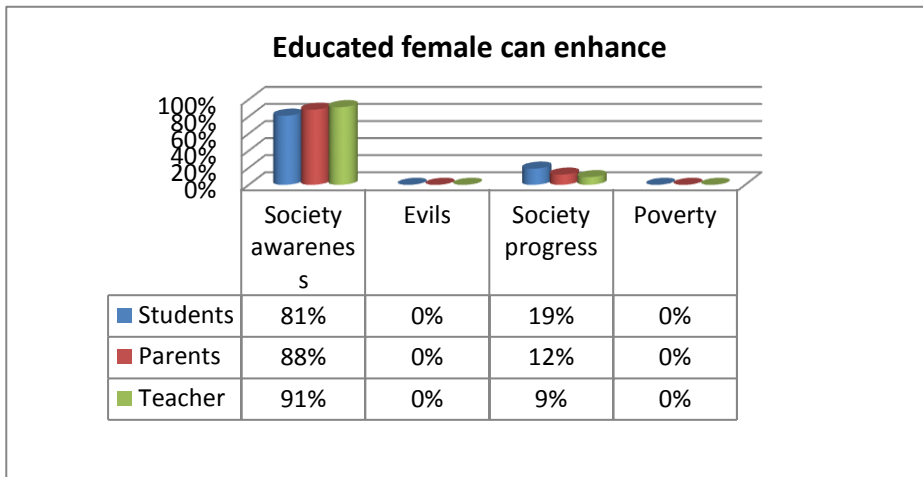


Figure 8: causes of low female literacy rate in District Killa Saifullah

Figure 8, seen that educated female can enhance the improvement of people attitude. Acutely people were showed that female’s education as s hopeful future is the country related with the female education was the base to improvement economy and overwhelmed social difficulties challenged by society. Educated females of a state can foremost it on the way to the purpose of success and progress and no society can recognize in the lack of female role the objective of development .It is our religion Islam that 1400 years earlier gave the due rights to women and allowed them to contribute there for role the betterment of society”. If the females have been given chance they can perform a dynamic role to prime the country toward improvement.

Then females are on the core of civilizations. Informative daughters are some of the greatest significant savings that one country can make in its future. By way of feminine education increases, productiveness, control of population growth, and child and infant humanity and family health improves, see in above the table .81% student’s, 88% parents and 91% teachers respondents were view that female education can enhance society awareness, 19% students, 12% parents and 9% they were reported that as educated women can enhance society progress.

Q9 Figure 9: causes of low female literacy rate in Disrict killa Saifulla

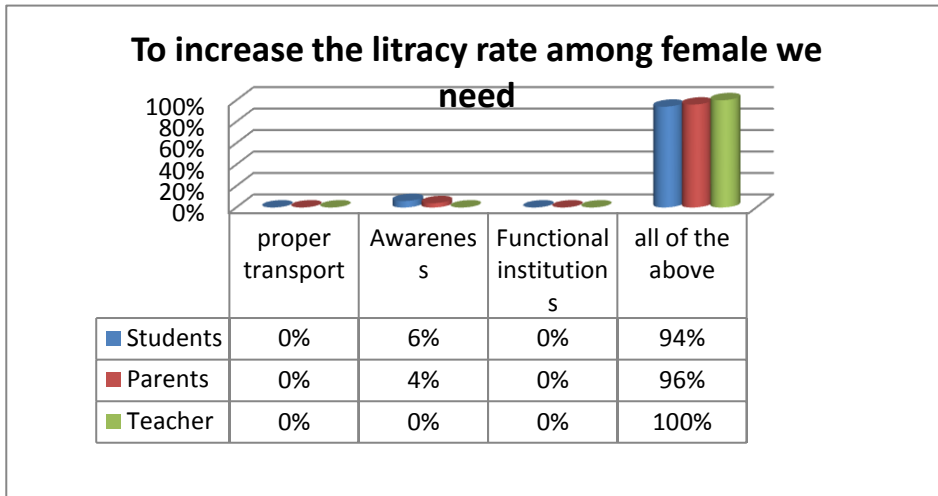


Figure 9, showed that to increase the literacy rate among female they need proper transport, awareness and institutions, viewed that of people of district Killa Saifullah as the schools and colleges are constructed in such areas where there lived a large number of people. So the girls of faraway areas could not get approach to these school and colleges as a result they remained illiterate.so for such regions the attention of the policy makers is necessary. Further they were viewed that there is no proper transport arrangement. They face the major hurdles in the way of education .Majority of the children travel for 6 km to 12 km from the home to schools.

That is why the parents refuse to send their daughter to school and colleges this harsh behavior of parents results in the form of low female literacy rate in district Killa Saifullah. They claimed that the people have no awareness about education and it must be mentioned to encourage the female and to reduce of individual discrimination.

Moreover poverty, illiteracy of parents and the less awareness of society and cultural constraints as showed that above in table. Students, parents, teachers, all of them agree with all of above points. According to Students views that we need proper transport, 6% awareness, functional institution all of above 94% .Parents, and teacher same viewed 100%.

Q10

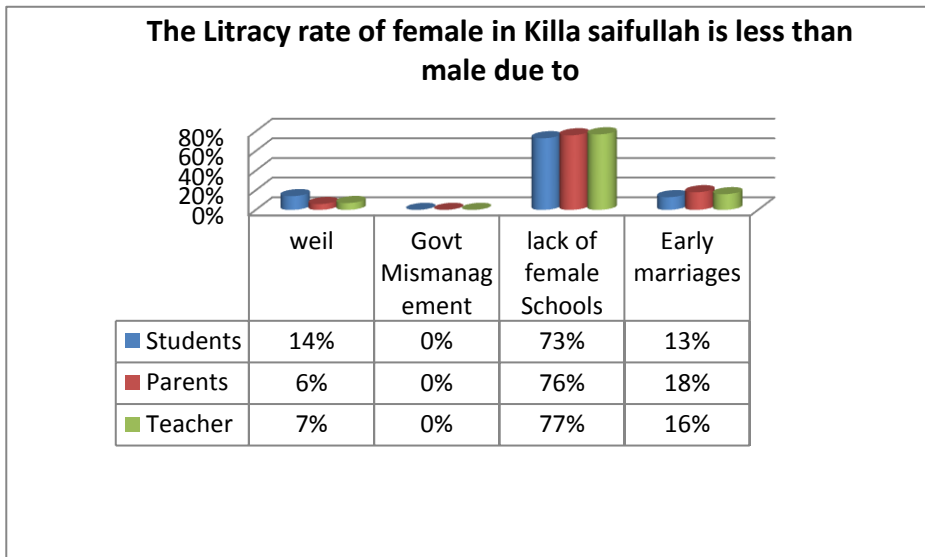


Figure 10: causes of low female literacy rate in district Killa Saifullah

Figure 10, shows that the literacy rate of female in Killa Saifullah is less than male due to several reasons. Since people were opinions that due to the lack of female schools major hurdles in the way of education .Majority of the child’s travel 6 km to 12 km from home to schools. That is why the parents refuse to send their daughters to school and colleges. This harsh behavior of parents results in the form of low female literacy rate in district Killa Saifullah.

They claimed that when the people have no awareness and this can be mentioned to encourage the females and reduce of gender discrimination. Moreover poverty, illiteracy of parents and the lack of awareness of society and cultural restrictions, they highlighted that the unaware people considered their daughter as a wastage of family income, there for they prefer the early marriage. In these circumstances if a girl is willing to study she has to get permission of their husband and husband’s family members as well as the veil is also a big reason. All these factors result in cause of low female literacy rate in district Killa Saifullah.

In District Killa Saifullah many schools and colleges were constructed in wide regions of villages. The infrastructure of these educational institutes has now become worst and totally collops. The roads or paths to this institute is unsatisfactory and need to reappear. The teacher and the other official persons are not concern to their duties. The educational departments do not take a serious step toward these issues.

No scholarship programs are arranged for these poor and unaware people due to mismanagement of government as shown above the table.

14% students, 6% parents and 7% teachers view that about veil due to lack of women education. 73% students, 76% parents and 77% teachers respondents were reported that lack of female school as causes of low female literacy rate in district Killa Saifullah. 13% Students, 18% parents and 16% teachers were declared that reasons for lack of female education in addition as early marriage.

Q11

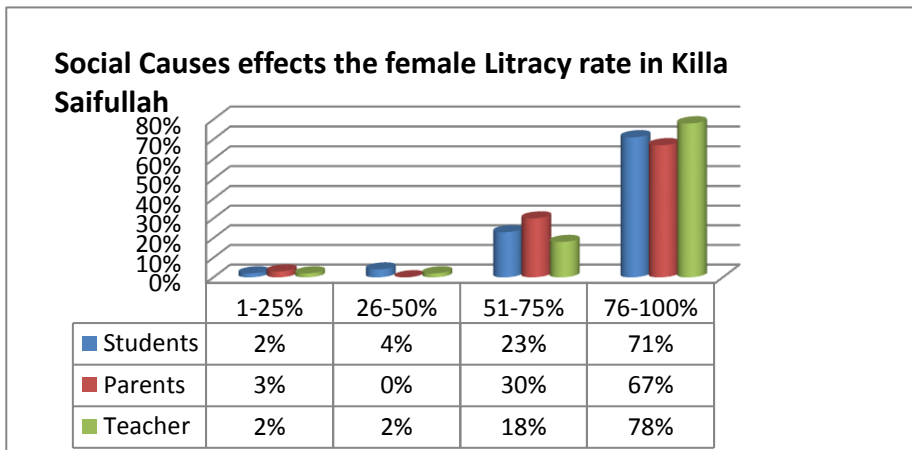


Figure 11: causes of low female literacy rate in District Killa Saifullah

Figure 11, views that social causes effects the female literacy rate in Killa Saifullah. However social causes in a serious problem in district Killa Saifullah the male consider himself dominant is every sphere of life, such as politics ethics, jobs and several others. All these factors influence as a low literacy rate in female especially in Killa Saifullah.

Low participation of female in ethics, politics and social events leads them to deprive of their universal rights of education because they cannot loud the sound for their rights in all these fields as expressed above. Nor they can strike freely for their rights.

If they do without permission then they become victim of violence by their parent’s, guardians or by the other family members Literacy is large actual, significant bound of evaluating social progress of society. Literacy is too the pounded cause for various other social difficulties such as, political unawareness, terrorism and crime rate.

As mentioned in the above table 1-25% to 2% ,26-50 to 4%, 51-75% to 23% and 76-100 to 71% Student's respondents view that about social cause such as lack of women education. 1-25% to 3%, 26-50% to 0%, 51-75% to 30% and 76-100% to 67% Parents view that social causes immense reasons of low female literacy rate. 1-25% to 2%, 26-50% to 2%, 51-75% to 18% and 76-100% to 78% Teacher respondents were reported that with social causes were most highest reason of lack of female education in district Killa Saifullah.

References:

Aly, J. H. (2007). Education in Pakistan. A White Paper; Document To Debate And Finalize The National Education Policy. Ministry of Education Pakistan.

Annual Report: Pakistan Education Statistics 2011-12, National Education Management Information System Academy of Educational Planning and Management, Ministry of Education, Trainings & Standards in Higher Education, Government of Pakistan, (Islamabad, AEPAM, 2013).

Ballara, M. (1992). Women and literacy. Atlantic Highlands, NJ: Zed Books.

Chaudhry, I. S. and Saeed-ur-Rahman. (2009). The Impact of Gender Inequality in Education on Rural Poverty In Pakistan: An empirical Analysis, European Journal of Economics, Finance and Administrative Sciences,

Chaudhry, I. S., Nosheen, F., and Lodhi, M. I. (2012). Women Empowerment in Pakistan with Special Reference to Islamic Viewpoint: An Empirical Study. Pakistan Journal of Social Sciences (PJSS), 32(1), Pp: 171-183.

Chaudhry, M. A. (2005). Pakistan: where and who are the world's illiterates? Background paper prepared for the Education for All Global Monitoring Report 2006; literacy for life <http://unesdoc.unesco.org/images/0014/001459/145959e.pdf> .

Constitution of Islamic Republic of Pakistan, (1973). Inserted in the constitution (18th amendment) Act 10 of 2010.

Dawn 6 June 2016. This news was published in The Nation newspaper. Read complete newspaper of 21-Feb-2015 here.

Economic Survey of Pakistan 2014, Ministry of Finance, Government of Pakistan.

Education for All (EFA) Global Monitoring Report 2013-14. Available online at unesdoc.unesco.org/images/0022/002256/225660e.pdf

Gannicott, K., and Avalos, B. (1994). Women's Education and Economic Development in Melanesia, National Centre for Development Studies: Canberra.

Government of Pakistan, (2002). Economic Survey of Pakistan, Islamabad, Pakistan.

Hashmi, N., Zafar M, I., and Ali, T. (2009). Low Female Educational Attainment in Rural Pakistan: Causes and Remedies. Pakistan Journal of Science, 61(4), Pp: 215-219.

Human Development Index Report. (2013) the Rise of the South: Human Progress in a Diverse World. Available online [author.undp.org /sites/files /reports /hdr 2013 _en_complete.pdf](http://author.undp.org/sites/files/reports/hdr2013_en_complete.pdf) Accessed on 06-06-2014.

Human Development Index Report. (2016). the Rise of the South: Human Progress in a Diverse World. Available online [author.undp.org/ sites/default/ /reports/ 14/ 2013_en_complete.pdf](http://author.undp.org/sites/default/files/reports/14/2013_en_complete.pdf) Accessed on 06-06-2014.

Human Development Report, (2014) “Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience,” United Nations Development Program (UNDP) (New York: UNDP, 2014).

Khalid, H. S. and Mukhtar, E. M. (2002) “The future of girls' education in Pakistan” UNESCO Office, Islamabad, Pakistan.

Khan, G, A., Azhar, M., and Shah, S. A. (2011). Causes of Primary School Dropout among Rural Girls in Pakistan. Working Paper Series # 119. A publication of the Sustainable Development Policy Institute (SDPI).

Khan, R. E. A., and Ali, K. (2005) “Bargaining over Sons’ and Daughters’ Schooling; Probit Analysis of Household Behavior in Pakistan”. Working Paper 01-05. Department of Economics, Islamic University, Bahawalpur.

Mahmood, N. (2011), the Demographic Dividend: Effects of Population Change on School Education in Pakistan, Pakistan Institute of Development Economics Islamabad. www.pide.org.pk

Maliha Naveed, Reasons of Low Levels of Education in Pakistan, Pakistan Herald, and January 03, 2013(availableat:<http://www.pakistanherald.com/articles/reasons-of-low-levels-of-education-in-pakistan-3065>).

Mehnaz Aziz et al, "Education System Reform in Pakistan: Why, When, and How?" IZA Policy Paper No. 76, January 2014 (Institute for the Study of Labor, 2014), P 4.

Memon, G. R. (2007). Education in Pakistan: The Key Issues, Problems and the New Challenges. *Journal of Management and Social Sciences*, 3(1), Pp: 47-55.

Mincer (1958, 1974), Becker (1964 and 1975) and Schultz (1960 And 1961).as well as the updated summaries of this literature by Cahue and zilberberg (2004) and Psacharopoulos and Patrinos (2007)

OECD,(2013).Education .Available online at <http://www.oecd.org/edu/eag> 2013 % 20 % 28 eng % 29—FINAL % 2020 % 20 June % 20 2013.pdf retrieved on 24-06-2014.

Pakistan Education for All 2015 National Review, Ministry of Education, Trainings and Standards in Higher Education Academy of Educational Planning and Management Islamabad, Pakistan June, 2014 (available at : <http://unesdoc.unesco.org/images/0022/002297/229718E.pdf>).

PSLM, (2012). Pakistan Social and Living Standards Measurement Survey.
http://unesco.org.pk/education/documents/2013/pslm/PSLM_2011-12.pdf accessed on 08-06-2014.

Shahzad, S., Ali, R., Hukamdad. Ghazi, S. R., & Gillani, U. S. (2010). Access and Equity in Basic Education. *Asian Social Science*.
www.ccsenet.org/ass

Toor, I. A., Parveen, R. (2004). Factors Influencing Girls' Primary Enrolment in Pakistan. *The Lahore Journal of Economics*, 9(2), Pp: 141-157.

UNESCO, (2011). World Data on Education 2010-2011.7th edition. Available online at www.ibe.unesco.org/.
UNESCO, (2012). Why Pakistan Needs a Literacy Movement? Retrieved from the website http://unesco.org.pk/education/documents/publications/Why_Pakistan_Needs_Literacy_Movement.pdf. Retrieved on 07-06-2014. *Sci.Int. (Lahore)*, 27(1), 555-559, 2015 ISSN 1013-5316; CODEN: SINTE 8 559 Jan.-Feb.

United Nations Children Fund. (2014). All children in School By 2015. Global Initiative on Out- of-School Children. South Asian Regional Study; Covering Bangladesh, India, Pakistan, Srilanka,. Available www.unicef.org/education/files/South_Asia_Study_Summary_26_Jan_14Final.pdf

United Nations Educational and Scientific Organization. (2014). Teaching and Learning: Achieving Quality for All.

Achievements of Afghans in Indian Subcontinent:

A Case Study of Sur Dynasty in Historical Perspective

By

¹ Sharaf Bibi, ²Surriya Bano ³Pervaiz Ahmed ⁴Manzoor Ahmed

Abstract:

Sur family, an Afghan family reigned in north of Indian Subcontinent starting from 1540 to 1556. Its creator, Sher Shah, was descended from an Afghani fighter employed through Sultan Bahlul Lodi of Delhi in his extended fight by the Sharqi sultans of Jaunpur. The shah's real name was Farid; the name of Sher ("Lion") was attached while, being a young boy, he kills a Lion. After Babur, creator of the Mughal Empire, crushed the Lodis, Sher Shah of Sur achieved supremacy of the Afghani dominions of Bihar as well as Bengal then overpowered the Mughal Ruler Humayun in Chausa (1539) as well as Kannauj (1540). Sher Shah reined the entire northern Indian Subcontinent for 5 years, capturing Malwa then beating the Rajputs. He restructured the management, placing basics over which the Mughal ruler Akbar later constructed. He was murdered through a cannonball while blockading the castle of Kalinjar in central India.

This study focuses and highlights the grand memorable achievements of Sur family in historical perspective, in terms of administrative system, tribal traditions, and unique way of management, Justice, brought by magnificent Afghan family in Indian subcontinent.

Keywords: Afghans, Sur Family, Justice, Administration, Achievements.

Introduction:

The Afghan state under Sher Shah as well as Islam Shah claimed a very broad proficiency, by its extremely well-organized managerial body. The control of power that they caused, required altering not simply the procedure of Afghan administration gaining in the period of

¹ Lecturer in Pakistan Study Centre U.O.B Quetta Pakistan

² Assistant Prof. Pakistan Study Centre, U.O.B. Quetta Pakistan

³ Lecturer, Pakistan Study Centre, U.O.B. Quetta Pakistan

⁴ Data Administrator, Pakistan Study Centre, U.O.B. Quetta Pakistan

the Lodis, however the model of Afghan power as well. It prefigured novel values of administrative management as well as novel standards of supremacy. Sher Shah's management was originated not upon the philosophies of spreading of control amongst a old-fashioned superiority, whose ancestral loyalty as well as soldierly influence outraged the central power, however over the concentration of control which needed a certain demotion of all groups toward the power of the ruler as well as attention of all the ropes of administration in the influences of the ruler. In what way in his attempt Sher Shah was assisted through the customs of administration as well as power gaining in Indian subcontinent could be exemplified from the difference that he made concerning the traditions attaining in the home of the Afghans the Roh state, as well as in Indian subcontinent. He distinguished that in relation to India's backgrounds as diverse from those in the Roh state there was no separate possession of land, of discrete rank sovereign of imperial credit. All property, all assets, all integrity as well as all rank were seized from him. Therefore Sher Shah commented: "The state of India is not entirely at the removal of the ruler, nor has someone else some part in it, nor is there any respect to elder or younger or to kindred." (Elliot and Dowson). So right early in life he had grabbed the importance of the customs of Indian Subcontinent, as well as the real control of rule that he might achieve was enthused "through mores like this. Then Islam Shah loyally shadowed his ancestor when he "deprived the Amirs of all their combat animals leaving them possibly merely an evil lady one for carriage. He appropriated to himself the entire incomes of the empire instead of smattering them by appointments." (Erskine), So in the government regarding the Afghani dignity Sher Shah or Islam Shah was not a primus-inter-pares, i.e. first among equals. He was the top chief of the government. In this respect Islam Shah even exceeded his ancestor. It was his strategy to save the nobleness, and certainly all the officers, in a state of continuous fear of his authority as well as absolute splendor through a ritual which had to be conscientiously followed to, and which had been considered to influence on all that he lined through true Godly. This entitlement of Islam Shah to highest splendor as well as rule by correct divine, approached to the early Hindu model of monarchy. It is said "each Friday the Great Amirs of 5000, 10000, as well as 20000 horse inclined a haughty shelter by 8 halls then positioned on seat a slipper of Salim Shah's, with a quiver which he had given to the Sirdar. First of all the commander of the military, then the civil justice named Amin then later all others in turn offered homage to it, through prostration to it by the greatest admiration ; later that everybody went and sat himself in his position." (Ibid). This they did when the military as well as the officers were in campsite or in the state away from the capital. It indicates a plentitude of control that

renowned Islam Shah's place as well as respect in the government, as well as granted him by a halluva godly splendor as it were. Separately as of the ritual importance, the ingredient of supremacy was very actual. In what way he brushed aside the power of Islamic theologians, the lone restraint toward his reign, is plain of the subsequent excerpt. The history shows us that "stories brought in toward him frequently of each area of his lands; then in return, he wrote orders regarding each issue as well as item whether regarding faith, civil administration or income.

Toward these orders whether affable toward law or not, it was essential to obey in their tiniest details. No involvement toward Kazi or Mufti was allowable."(Ibid).

Also in issues purely spiritual, for instance, apostasy of Islam, which ought to have come in the area of the Ullemas, Islam Shah forced his individual right. Regarding the prominent issue of Shaikh Allai, who in relation to the religious chief of the kingdom was a heretic and consequently appropriate to be penalized "Islam Shah declining to attend to the proposals of Makhdum-ul-Mulk regarding Shaikh's sentence sent him to India." (Elliot and Dowson)

Again, afterward while Shaikh Alai was accused by dissent "Islam Shah for the second time paid no attention to what Makhdum-ul-Mulk stated." Such action of the guardians of the canon rule showed declaration of the regal power in the government relating to all matters, whether administrative, managerial or religious. It was the regal despotism, originated upon a managerial control as well as plenitude of control that presented slight admiration for the canon rules or the decisions of the Ullemas, when they were in battle by the resolve of the independent. That mode the ruler was rising to reach a power that approached to dominion in the contemporary intelligence of the period, and reign was so saving itself by the shackles of faith. Completely, the attainments of this age were an appropriate introduction to the stage of Akbar, while Indo-Islamic organization touched the uppermost mark of its development.

Significant Achievements of the Sur Dynasty:

Certainly the success of Sher Shah Sur as well as his descendant Sikandar Shah Sur was an appropriate introduction toward the creation program of Akbar. Then the feat of the Sur family observed by the position of the development of Indo-Islamic organization contained of two things. First, they fixed up a central administration upon an administrative design which required highlighting competence as well as removing dishonesty. Second, an

environment favorable for the reign of the central power was nurtured through intentionally passing of the administrative customs of the Afghans as well as accepting the Hindu customs that dignified authority as well as made the ruler the basis of all control, integrity, honor as well as honesty. That was distant toward the Afghani idea of reign, and to offer it realism a central managerial apparatus built on administrative control had to be planned. Toward a precise grand degree Sher Shah was responsible for it. His government was created upon the two values of central administrative control as well as regal sovereignty which cut at the essence of ancestral association as well as feudal laxity of the Afghans. Islam Shah as has been previously highlighted not only strolled in the wake of his ancestor but even exceeded him in implementation of a concentrated control, devastating the affectations of the Afghani feudal nobleness as well as thus promoting reign to super-human statures. None of the Sultans of Delhi whether Balban, Alauddin Khilji, or Muhammed Tughlaq had the nerve, as well as bravery assisted through suitable capitals, to announce that his reigning in issues administrative, lawful or spiritual was last. Badaoni talking of his means of centralization says "that he carried the entire republic in his individual private mechanism, and then in keeping with the rules as well as tradition of the Daghi method, which Sher Shah had introduced, the soldiery was salaried in cash. An additional step was to send written instructions toward all the Sarkars covering complete orders upon all significant points of faith, as well as all administrative as well as civil queries, arriving into the tiniest vital element, plus dealing by all rules which might be of service to the soldiery and civil people, toward the dealers as well as other numerous groups, and which the establishments were bound to obey in their authority. All these facts were written down in these documents whether agreeable to the spiritual rule or not, so that there was no need to mention any such issues to the Qazi or Mufti, nor was it correct to do so." (Muntkhab-ul-Tawarikh). A ruler who could therefore treat the Qazi or Mufti and giving his own decision about all issues, whether it was agreeable to Muslim rule or not, would be in no mood to respect the feudal customs of the Afghans or endure their supremacy in any extent. And that is plain by his action of the Afghani dignity of the most influential noblemen, were Qutb Khan Nayab, Isa Khan Niyazi, Khawas Khan as well as Jalal Khan Jilwani, all of whom he sent to annihilation. Once well-known noblewomen like Shahbaz Khan Luhani, the brother-in-law of Sher Shah, as well as vexed generals like Brahmajit Gaur along with 14 other Amirs also Amirs' sons were jailed in fort of Gwalior, and as Badaoni comments "most of them quitted the body in custody." He even did not spare Haibat Khan Niazi Azam Humayun, the governor of Lahore, in whom Sher Shah reclined huge sureness and who was the leader of the influential Niyazis of the

Panjab. By unwavering willpower as well as potency he practically demolished as well as dispersed their whole clan, and treated the prisoners regardless of their gender or age by the greatest disgrace. He conferred upon the harlots the names that the Niyazi leaders had borne and the marks of self-respect that they had possessed, which, as Badaoni correctly comments "used to irritate the Afghans, who were all of one clan and one mind, so that a strong revulsion for him had bounced up in their emotions." (Ibid) He could do all this owing to his brilliant capability for society, management as well as firm deed. He never tried anything unenthusiastically or with no correct training. He had full trust in his military and "in the initial measure of his supremacy he had detailed 5000 cavalry for the Main Sarkars of India." (Ibid) There put his forte and the rest he granted himself.

Centralized Administration of Sher Shah:

Understanding completely that the separatist trends of the Afghans had been so emphasized through extravagant delivery of jagirs, special action of the dignity, as well as absence of central control, that they could not be eliminated through the struggles of Sikandar Lodi as well as Ibrahim Lodi, Sher Shah making up his attention to halt, to the extent that imaginable, the scheme of jagirs, to maintain on a fair as well as neutral action of all his issues reliable by convenience, as well as to influence concentrated domination of administration in his individual influences. These three were the simple values of his administration, his means to understand that novel model of total authority, which when recognized, he supposed, would cure the flaws in the Afghani organization, and makes it lasting. That's why "Sher Shah joined to each issue about the management of the realm, as well as the incomes, whether countless or minor, in his individual being." His model was, as he is supposed to have uttered it, that the grand should continuously be vigorous plus "they should not reflect the matters as well as issues of the realm minor or trivial, and should place no excessive dependence upon their officials. The dishonesty of officials of contemporary princes was the means of my obtaining the experienced realm I own." Henceforth it is that Sher Shah abridged his officials to the ranks of secretaries, who were not obligatory to recruit rules or present systems of modification but were merely entrusted by the routine function of their sections. So he didn't employ a Wazeer, to oversee the income as well as public management generally. There is no mention of the Diwaan and other officials, which only points to the implication that perhaps there were ministers to carry on the work of management, but their share was so unimportant comparing with that of Sher Shah, that they have been totally disregarded through the historians. Certainly, that was so.

Sher Shah's mastermind as well as character dominated the whole administration. It was a one man law. His model was centralism, and for that determination he joined to the particulars of management, to the extent that likely, besides setting down the comprehensive values or rules of administration. Prof. Qanungo relating the diversity of effort that Sher Shah took upon himself speaks that "the responsibilities of Sadar he took upon himself; he dictated the farmaans which the Munshees took down, and he dispatched obviously by the help of officials the massive quantity of communication through the distant courts and his own noblemen. He was his own president of the exchequer, and daily reviewed and took account of the wealth which came from all areas of the realm." (Qanungo,) His office therefore descended into unimportance, and so it should be noted of what Sher Shah really attained himself. While it is hard to praise Sher Shah by any great novelty in managerial preparations, it is scarcely reasonable to say that "like the earlier Turks as well as the Lodis, Sher Shah had no sure thoughts about local management." (Tripathi) In defense of this comment Dr. Tripathi speaks that "though upon the one side there were big districts as Malwa and the Panjab on the other there were small divisions into which the entire state from Delhi to Bihar was divided." (Ibid) This is not solely right. The fact is that Malwa and the Panjab didn't establish as big provinces or administrations as beforehand or afterward Sher Shah's period. Once Sher Shah tried the conquest of Malwa, it had been divided into four parts each under a self-governing monarch. Mallu Khan reigned on Mandu, Ujjain, Sarangpur and Ranthambor ; Sikandar Khan Miana over Sewas and Hindia ; Puran Mal, the regent of Raja Pratap Shah over Chanderi and Raisin ; and Bhopal over Bijagarh and Tamha.(Ibid) What Sher Shah did after defeat was to confer upon Shujaat Khan Ujjain, Mandu, Sarangpur and Mansur ; on his own son Adil Khan Ranthambor ; on Shamskhan, Bihar Khan, and Mir Khan, the country of Sewas and Hindia ; and on Shahbaz Khan Sarwani the fort of Raisin. (Ibid) Consequently it cannot be concluded that Shujaat Khan possessed a large administration, conforming to the whole area of Malwa. If at all, he possessed merely the state around Mandu by a large army command and that was because he had to defend the border.

Likewise regarding Panjab: Haibat Khan Niazi" to whom the name of Azam Humayun had been granted had one force containing of thirty thousand knights in the area of the fortress of Rohtas, and held in check the state of Kashmere and of the Gakkars. Dibalpur (Dipalpur) and Multan were committed to Fateh Jang Khan and in that fortress abundant wealth was stored; and in the fortress of Milwat, was stationed Hamid Khan Kakar who held " such stable ownership of the Nagarkot, Jwala, Didhawal and Jammu hills, in fact of the entire state

that nobody dared to breathe in antagonism to him; and he collected the income with size of land of the mountain folks. The Sarkar of Sirhind was assumed in jagir to Masnad-i- Ali Khawas Khan, And as the chiefs as well as farmers of the Sarkar of Sambhal had escaped from the domination of Nasir Khan, Sher Shah sent there Masnad-i-Ali Isa Khan." (H.N Sinha, 1900). Therefore it will be understood that even the Panjab was cut up into shares as well as given in custody of numerous powerful noblewomen. Haibat Khan was actually the custodian of the North-Western border as well as supposedly the ruler of the Panjab with Fateh Jang Khan attached to him. (Ibid) Dr. Tripathi's conclusion that there were big provinces as well as administrations corresponding to the Panjab and Malwa in their contemporary physical degree cannot be showed since under Sher Shah Sarkar was the main managerial part, (Ibid) and we hear as a minimum of the Sarkar of Sewas in Malwa, and Sarkars of Sambhal and Sirhind in the Panjab, (Ibid) each in its individual leader or administrator.

Governorships under Sher Shah:

Then like the Panjab as well as Malwa the rest of the territory was possibly divided within Sarkars and Parganas. We hear, for instance, of the Sarkars of Delhi, Lucknow, Kalpi and Kanauj and of Parganas like Malkonsah, Hatkant, Gola and Tilhar.(Ibid) The managerial provisions that Sher Shah created comprised of a number of bureaucrats in charge of the Sarkar, and a number of secondary bureaucrats in charge of the Pargana. There were in the Sarkar a chief Shiqdar, and a chief Munsif to "guard the behavior of both of the Amils as well as the public; that the Amils should not coerce or hurt the public, or misuse ruler's income; and if any disputes ascended amongst the ruler's amils concerning the borders of the parganas they were to resolve it." (Ibid) The Amils were in charge of income collection of the parganas ; and they had, besides their responsibility to the chief Shiqdar and chief Munsif, to send intelligences, most possibly of their collections and the state of their regions to the ruler straight.(Ibid)

Justice under Sher Shah:

Nearly all the Muslim leaders of medieval India valued ideas of the price of fairness in the administration of the realm. However none of them had any certain ideas as to in what way to establish impartiality. It is said that Sher Shah frequently perceived: "impartiality is the most exceptional of spiritual means and it is accepted similar through the rulers of infidels and of the truthful."(Elliot and Dowson,). It is further said through Abbas Khan that "he created courts of impartiality in each area,"(Ibid) but the rulers as well as their individuals of those eras

observed that indulgence of fairness was, like that of gifts, a matter of purely individual concern of the ruler. There were in places juries as well as law courts undoubtedly, but there was nothing like a scheme of judiciary through the period. And Sher Shah may claim nothing praise upon this score. His simple intelligence of impartiality is brought out through the anecdote reported in *Khulasat-ul-Tawarikh*. Prince Adil Khan, it is stated, throws a bira of pan (betel leaf prepared for chewing) to the companion of a man in Agra while she was naked for washing. This passionate proposal was disliked by the woman, and her spouse protested to Sher Shah, who called the prince then allowed that person to throw a bira of pan to the prince's spouse, while she was naked and preparing for bath. While this barely indicates any sense of impartiality it surely proposes that frequently in issues of impartiality the term of the leader was recognized as law. It is said that there were *Mir-i-Adls* and *Qazis* for trying public issues. (Tarikhi Daudi,).

Conclusion:

Despite the centralism of authority produced through Sher Shah as well as Islam Shah, their grand armed forte as well as huge individual status resembling to total sovereignty, domain yet required its correct established foundation. The Afghanis had not enjoyed centralism also much less, regal sovereignty. Then further to this the rule of primogeniture had no sense for the Afghanis. Afterward the demise of Sher Shah the eldest descendant Adil Khan was passed over and the second descendant Jalal Khan was raised to the seat through an influential group of noblemen. His followers professed that "power was nothing but a splendid present given through the dignitaries of the realm on any discrete they picked, which turn had now fallen to his lot." Here we discover the Afghani ideas of empire bracing over in a very appropriate time. Sher Shah would have treated the due by pure disdain, and so did Islam Shah, the time he touched his forte, and crumpled all antagonism. However, the Afghanis might not overlook their ethnic customs and when after the demise of Islam Shah, Muhammed Shah Adil killed his insignificant descendant as well as heir, as well as held the seat for himself, it was not observed as a crime by the Afghani dignity. They complied in the accomplished fact, nevertheless the dishonorable nature of the crime and appalling charm of the new Sultan. Further the feudal trends of the Afghanis create plenty choice when they observed that the new king was powerless. Without the forte as well as aptitude of Islam Shah, he set about applying Islam Shah's strategy of devastating the affectations of Afghani noblemen. The consequence was a grave burst, which rent the territory into pieces. In the Panjab Sikandar Shah Sur, in the Doab and Central Hindustan Ibrahim Shah Sur, and in Bengal Muhammed Shah Sur, assumed independence and

announced themselves rulers. Muhammed Shah Adil was hard put to it to control their determination. And when the state was therefore torn with apathy and wrecked up into four divisions Humayun, keen to improve his lost kingdom of Hindustan, attacked from Kabul and took ownership of the Panjab and Delhi by the end of 1555. Therefore in the arguments of Dr. Tripathi "the history of the first and second Afghani kingdom was that of a battle between the attitude of supremacy and the model of Afghani ethnic management. In a contest between the monarch and the noblemen the former had no hesitation gained some points, but the subjects were not brawled out in both cases when the Chaghtai attack cut short the contest and finally the Afghani control was gone. But the values were carried over to the Mughals who were called upon to settle it." (Tripathi,). How far they prospered in it we shall perceive in the result. But that they were perceptibly helped through the attainment of the Surs there is no hesitation. In their willpower to throw off their loyalty to the Khalifa and in demanding that rank for themselves in India, the Surs not only made a departure from the ancient custom of the Delhi Sultans, but pointed the way to and enabled the task of Akbar. When, for instance, Sher Shah meant to be a ruler or Sultan in the real wisdom he could never entertain the idea of pursuing anybody's sanction or credit for his dominion, that is, for his power and status. His rational attention and his mystical aptitude refused to receive the Khalifa's right as superior to his own; and he observed such acceptance as pejorative to his rank. In the Delhi Sultanate Qutb-uddin-Mubarak Shah alone had assumed the title of Imam or Khalifa. In order to understand the full significance of this step we have to examine the attitude of the Delhi Sultans to the Khalifa of the Muslim world. That throws light on the content and charm of rule assumed by the Delhi Sultans and gives us a precise idea of the place of the Muslim emperors in Indian Subcontinent.

References:

Elliot & Dowson, Vol. IV, 327.

Erskine, History of India, Vol. II, 474.

Elliot and Dowson, Vol. IV, 502.

Muntkhab-ul-Tawarikh, (Translated by Beveridge), VoL I, 496.

Qanungo, Sher Shah, 360

Tripathi, Some Aspects of Muslim Administration, 304.

The Development of Indian Polity, H.N. Sinha. 411.

Elliot and Dowson, Tarikhi Sher Shahi, VoL IV, 411.

Tarikhi Daudi, M.S. 204.

Tripathi, Some Aspects of Muslim Administration, 104.

War on Terror and its Social, Political and Economic Impacts on Pakistan:

By

¹Irshad Ahmed Tareen, ² Bijar Khan

Abstract:

Pakistan has been struggling as well as suffering deeply because of continuous wave of terrorism for such a long period of time. As a result of that, the State is experiencing terrible impacts regarding all spheres of life. The main purpose of this study is to highlight the factors involved in terrorism and its deep impacts on Pakistani society, which are really creating hurdles in terms of social, political, economic development and growth.

Keywords: War on terror, Pakistani society, political problems, Economic development

Introduction:

The term "Terrorism" has been defined as "killing of innocent people on no reasons," as well as "harassments", destructions, suicide attacks. (Chachar and Mangi, 2013).

It not only breaks the social fabric of the society, but also brings political instability, disturbs the people, damages the infrastructure, causes a decline in economic well-being. Not only terrorism upsets the development of a state in terms of dropping external nonstop funds, wealth creation, and assets but also raises vulnerability issues. In historical perspective, the European, African, Asian as well as other regional states have been suffering greatly by terrorism. Further extremist assaults on private inhabitants, possessions, and transportation also airfields remain associated worsening wealth creation as well as lowering the Gross domestic product development. (Barth, 2013).

According to (I.M.F) (2001), it is assessed that the direct costs of September 11, 2001 assaults on America as equivalent to \$21.4 billion

¹ M.Phil. Scholar, Pakistan Study Center, University of Balochistan, Quetta, Pakistan

² Lecturer, Pakistan Study Center, University of Balochistan, Quetta, Pakistan

whereas, according to (Navarro and Spencer) (2001), it is said that the cost of capital stock was \$50 billion to \$53 billion. (International Monetary Fund, 2013).

As far as Pakistan is concerned, she is engaged in the fight known as the (War against Terror) started back in (September 2001). Until now, as a result of this fight, Pakistan suffered heavily in terms of the lives of more than 35,000 people as well as 3,500 armed staffs, above and beyond annihilation in terms of infrastructures as well as (67.93 billions of dollars) through cost-effective cost. (Government of Pakistan, 2013).

The country is and has been dealing with terrorist assaults with suicide killings deteriorating safety issue as well as the overseas financiers are unwilling investing in the country. The armed actions against the extremists expatriated tens of, thousands of persons in Sawath region province of Khyber Pakhthoonkhuwah as well as Federally Administered Tribal Area, shattering the country's image in the international community. (Javaid, 2011).

This war surely threatening the amity, solidity as well as well-being of Pakistan's community. (Chachar and Mangi).

More concerned matter is that the phase of the war on terror is being elongated plus countries social, political and economic system is being shattered day by day. Having insufficient capitals in the economy, also the war against terror more increased the economic issues. Because of squat economic growth, foreign borrowings have amplified though Pakistan's trades, wealth development as well as overseas ventures have reduced. Extremists have defied the writ of the Pakistan, as a result of that the soft image of state has been blemished. (Ali, 2013).

Yet investigators like Pasha (2010) have attempted studying the impacts of war against terror in Pakistan, current literatures upon the matter do not exist mainly by 2009 on. (Pasha, 2010). The aim of this study is identifying the administrative, economic, as well as social impacts of the war on terror on Pakistani soil as well as addressing the data gap by 2009 to 2011.

Problem Statement:

The study is important because it has considerable strategy inferences for the state as the people of Pakistan have been suffering deeply for ages as a result of this war.

The specific research question is as follow:

What are the social, political and economic effects of the war on terror for Pakistan for 2009 to 2011?

For how long this war continues?

These are serious questions and must be answered as people of Pakistan as well as State sacrificed a lot being engaged in war on terror for ages.

Significance/Justification of the Study:

This is indeed an important research study and it is expected to identify the relationship among variables, and how this study will be able to provide recommendations from the findings to get rid of this huge and grave problem.

Objectives of the Study:

The prime objective of this study is to check the relationship between terrorism with respect to economic growth and development.

The specific objectives of the study are;

- i- To understand the term war on terror and its deep impacts on Pakistani society.
- ii- To analyze the study about war on terror and its huge negative impacts with respect to economic growth and development.

Limitation of the Study:

This study is limited to the geographical locations of Pakistan and its neighboring countries where war on terror is being fought.

Literature Review:

According to “Charles Townshend” (2002) defining the term “terrorism” as “the planned utility or menace of ferocity inculcating terror, planned coercing or intimidating regimes or people”.

Similarly it is known as imposing individuals owning clarification of holy principles, radical ethos, societal principles as well as economic structure on the people with ferocity as well as terror. According to “Michael” (2007) defining the term “terrorism” as “general aggravation, upsurge of anxiety, as well as dissent against the regime, damaging the general as well as private possessions so as to draw the attention of the establishments.” Further he states as “terrorism is opposing to the pacific governmental system as well as abolishes the governmental arrangement of a culture”. It constrains economic

growth as well as capital formation. By the years 1970 to 2005 the world perceived approximately 20,000 extremist events which caused in more than 90,000 losses or damages. That ranging with the hostage coup in the year 1972 Munich Olympics to the 2002 and 2005 tourist killings in Bali. More findings regarding terrorism is certainly related to hostile economic impacts. The current texts showing that there is no formally or generally settled on description of terrorism. It's supposed that single individual's violence remains another individual's Holy warrior. Suppose, a Palestinian warrior remains an extremist for America as well as Israel then he is a Holy warrior for the Palestine, the Arabs community as well as their followers. Shortly, terrorism is known as to spread ferocity, carnage.

This qualitative study examined the link amid extremism as well as Pakistani economy through examining its influence upon agricultural, industrial, tourism sector, overseas direct ventures, increased security expenses as well as stock market.

Above mentioned issues are the main areas of Pakistani economy then one extremist action brings a bad influence over main areas. Being an agrarian economy as well as dependence of bulk of the people is upon agriculture to earn for living. In 2009 to 2011 the issues of common curfews, shooting as well as killings demolished fruit productions also further agricultural merchandises into Sawath district. It brought a bad influence upon the local economy plus likewise instigated joblessness. By (2009 – 2011) external direct assets reduced as extremism ranging terror amid the individuals as well as foreign traders remained unwilling investing in country. Stock markets too underwent because of great ratio of murders like that of Benazir Bhutto, ex-P.M of State. Because of heavy armed actions against the radicals, security expenditures amplified manifold which eventually reduced the growth budget. Yearly budget for the police force too amplified ominously. Also, terrorism too influenced tourist and industrial areas.

The study extra focused over the influence of the extremist actions upon common areas. More than 50,000 inhabitants as well as armed staffs died in Pakistan. Terrorists demolished numerous universities in Khyber Pakhthoonkhuwah as well as Federally Administered Tribal Area that likewise brought terror amid the students. Because of extremist occurrences upon the private possessions individuals lost their companies as well as joblessness amplified. Armed actions against the rebels displaced millions of individuals in KPK and FATA which carried financial, societal as well as emotional distresses to them. Furthermore, this study too emphasizes on the governmental influence of the war as well as examines the national, provincial as well as global effect of the war on terror in the country.

Hypothesis:

Ho: Economic Growth is negatively linked with extremist actions.

H1: The more terrorist activities, the more negative impacts on social progress and political advancement.

Methodology:

In view of the topic of this study, the Descriptive, Analytical and Historical methods were used.

Research Design:

The Quantitative and Qualitative techniques were used.

Data Collection and Variables of the Study:

For collecting the data, Primary and Secondary sources were used.

Pakistan being engaged in the war against terrorism, performing the role of a main character, since (September 2001). Up to now, the battle has carried massive annihilation in Pakistani society via decelerating the financial progress, upsetting the common organization, plus hurting the nation administratively. The research endeavors studying the common, governmental, as well as financial outcomes of the war against terrorism in Pakistani society by (2009 – 2011). In this age, force of the battle amplified as well as spreading inside the stable parts of Pakistani soil. (Federally Administered Tribal Areas, (Fata) as well as Khyber Pakhthoonkhawah), (KPK) endured terribly the dreadful pains.

The main task and aim of this study was to examine and highlight the social, political and economic effects of war against terrorism in Pakistani society, there are key variables regarding this study need to be enclosed.

- I- War on terror
- II- Political instability
- III- Social unrest
- IV- Lack of economic activities

Conclusion and Recommendations:

As far as the term “War of Terror” is concerned, it is an open fact that Pakistan plunged into this particular War because it was inevitable as a wake of terrible incident of 9/11 in America.

The prime objective was to save the State’s integrity, also to save the country by deep social, political, and economic turmoil.

Undoubtedly, it was not easy at all to formulate pungent policies coping with the grave War on terror issue.

Terrorism is indeed an ulcer which can damage any particular state's social, political and economic set up. Same is the case with Pakistan, and it is indeed need of the hour to cope this grave issue and policies must be formulated to get rid of it rapidly to achieve prosperity in the country regarding economic development and growth.

So far, Pakistani establishment and political parties are agreed being on the same page to continue fighting against War on Terror.

Pakistani forces have achieved massive victories against war on terror.

But still some extraneous variables are involved which need to be taken into consideration when it comes to achieve complete victory against war on terror.

Pakistani forces are fully capable to fight against terrorism, and so far the results are healthier.

It is indeed the need of the hour that there should be harmony among all the political parties, Pakistani Media, legislature, Judiciary, executive bodies, regarding the efforts and struggles carried out by Pakistan Army to fight against Terrorism in order to bring prosperity and achieve rapid economic development and growth in the country.

References:

Alberto Abadie and Javier Gardeazabal, "Terrorism and the world economy". *European Economic Review* 52 (2007): p. 1–27.

Arshad Ali, "Economic cost of terrorism: A case study of Pakistan."

Ayaz Ahmed Chachar, Aftab Ahmed Mangi, Zareen Abbasi and Zubair Ahmed Chachar, "Impact of terrorism on the psychology of working women in Pakistan: A case study of Sindh," *International Journal of Science and Research*, 2, no. 2 (2013): p. 462-465.

Barth et al...

Chachar, Mangi, Abbasi and Chachar, "Impact of terrorism," *International Journal of Science and Research*, p. 465.

Farzana Bari, "Gendered perceptions and impact of terrorism / talibanization in Pakistan."

International Monetary Fund, "How has September 11 influenced the global economy."

James R. Barth, Tong Li, Don McCarthy, Triphon Phumiwasana, and Glenn Yago, "Economic impacts of global terrorism: from Munich to Bali."

Ministry of Finance, Government of Pakistan, "Economic survey of Pakistan, 2010-2011".

Muhammad Irshad, "Terrorism in Pakistan: causes & remedies."

Nadav Morag, "The economic and social effects of intensive terrorism: Israel 2000-2004."

Pakistan Institute of Peace Studies, "Pakistan security report -2010"

Paolo Mauro, "Corruption and growth." *The Quarterly Journal of Economics*, 110 no. 3, (1995);

Robert J. Barro, "Economic growth in a cross section of countries." *The Quarterly journal of Economics*, 106 no. 2 (1991); Alesina, Alberto, and Roberto Perotti, "Income distribution, political instability and investment." *European Economic Review*, 40 (1996).

Pasha, "Economic cost of war on terror."

Robert T. Greenbaum, Laura Dugan & Gary LaFree (2007). *The impact of terrorism on Italian employment and business activity.*

Sabir Michael, "Terrorism a socio-economic and political phenomenon with special reference to Pakistan" *Journal of Management and Social Sciences*, 3 no.1 (2007): p.35-46.

Tavares Jose, "The open society assesses its enemies: shocks, disasters and terrorist attacks."

Umbreen Javaid, "War on terror: Pakistan's apprehensions," *African Journal of Political Science and International Relations* 5 no.3 (2011): p.125-131.

Walter Enders., Todd Sandler and Parise, F. (1992), An economic impact of the terrorism on tourism.. *Kyklos*, 49 no.3, 1992: p. 331-52.

Walter Enders, Todd Sandler, "Causality between transnational terrorism and tourism: The case of Spain."

World Bank, "Economic development indicators: 2003-2012,"

Implementation of Early Childhood Education in Balochistan: Policy, problem and Issues:

By

¹ Sabir Panezai, ² Dr. Sajida Naureen

Abstract:

The national education policy 2009 in Pakistan emphasize the implementation of Early Childhood Education (ECE) in public schools and advised to appoint teachers for the achievement of students learning outcomes. The basic objective of this research was to identify the key issues in the implementation of Early Childhood Education; curriculum was formulated in 2007 and implemented in 2009. This research study was based on qualitative and quantitative research method. The total Population was Early Childhood Education centers of district Quetta including Zarghoon and Chiltan town. Areas of the Quetta are the focus of this study. The data was collected from educational managers, head teachers and teachers. The data was collected from 36 teachers, 15 head teachers and 10 educational managers through questionnaires and interviews, the quantitative data analyzed through SPSS and the results were presented in the shape of tubular and graphic form. The findings of the research showed that the overall enrollment was 40 To 50 students in each ECE class. It was concluded that some obstacles such as: Budget allocation, instructional, professional development for teachers, classrooms and teacher's appointment. It was suggested that the education department should arrange trainings for teachers, monitoring system should be strong for ECE centers and educational policy regarding early childhood education (ECE) should implemented with its actual spirit.

Keywords: Childhood Education, Early Childhood Education, Early Grades, ECE curriculum, Formal Trainings, Infant Schools, Students Learning Outcomes.

Introduction: Since establishment, Pakistan, is facing political, social and economic problems confrontation which leading to poverty and social disparities. The low level of achievement and high dropout rate in primary level has been a serious problem. The allocation of huge resources made by the government. In Pakistan international donors

¹ M.Phil, scholar in Pakistan Study Centre U.O.B. Quetta Balochistan. Pakistan

² Assistant Professor, U.O.B. Quetta Balochistan. Pakistan

are steps in the right direction to control and reduce dropout rate and enhance the quality of education in the Balochistan. A number of interventions have been launched to improve access, reduce of dropout enhance the quality education. Various measures taken in this regard include building constructions, provision of text books, training of teachers and other facilities.

The focus of educators is in introducing early childhood education is to keep children how to read, foundation conceptions in the lessons and that would support teachers and engaging students in the process of learning to increase children achievements. The education related to early childhood have been popular in last few years and recognized also by the government. In this regard a considerable amount has been spent on early education recently due to the positive impacts on students pertaining to their success in future (U.S Education department of Education, Health and Human Services in 2011). In childhood classrooms the concentration must be put on appropriate practices of development integrating children social, physical, emotional as well as cultural development with diversity of population. Literacy being a fundamental skill letting the children in developing basic abilities. This is the responsibility of teachers that they must plan instruction of literacy reflecting the stages of development of child and allowing the engagement of interested children in the process of learning and problem solutions.

The National Policy for Education 2009, Pakistan also emphasizes on the education of teachers and associated it instructional quality methodology inside the classrooms. As mostly citizens of the country are deprived of the fundamental right to get education, they do not become independent and cannot live in the environment which would certainly affect social economic setup. According to Shaheen (2013), the deficiency of education paves the way to corruption, feudal system and deprived economy etc. Therefore the people will not be able to elect good persons for government and would suffer their own lives as the state of mind and attitude cannot be able to change only if provided with education. (P. 79-80, 84)

Saeed (2013) revealed that premature child care and education is thought to be the foremost foundation for the development of human being. Despite persuasive case for an impartial early child development plan, there include various aims related to health and education. In Pakistan about two hundred million children of less than 5 years age in the poor families are unable to fulfill the potential for the development because of the factors like poverty, meager health facilities and improper opportunities related to learning. The association among early child care and among education are solid and

mutual reinforcement. The linguistic, and the social abilities that develop among children pave the ways towards development and also for enduring the process of learning as well as wellbeing. Convincing evident by economists, neuroscientists, mentors as well as health related professionals illustrates the strong impression or affect related to good quality early child development intrusions on instant conclusion for the children as well as mothers and definitely families. In spite of these proofs the progress related to the expansion of early child development provision had been realized as very slow usually due to the indifference among government and developing agencies, rivalry for scarcity of resources or from other levels related to education etc. (p. 01)

Statement of the Problem:

It is very unfortunate that Early Childhood Education has not been considered in its real spirit by the public sector in Pakistan earlier. This sector was neglected for many years. The small children's were not able to achieve their students learning outcomes and the benchmark' were not achieved which were identified in national curriculum 2006. Now the government of Pakistan has introduced new curriculum for Early Childhood Education. The Researcher is keenly interested in knowing the causes which are blocking the way of proper implementation ECE Policy 2009 in Quetta city.

Objectives:

- To identify obstacles and their courses in the implementation of Early Childhood Education Policy 2009 in Balochistan.
- To identify the key issues in the implementation of National Curriculum for Early Childhood Education, 2007 and Early Childhood Education Policy, 2009.
- To know whether early childhood education (ECE) Policy, 2009 and Curriculum, 2007 have been implemented on the real footings in Quetta city.
- To make recommendation for the improvement of ECE in Balochistan.

Justification:

This study justified the following deliberations;

1. The collected data may provide fruitful findings and this may create awareness regarding early childhood education among the parents, teachers, and general public.

2. This research covered all aspects and recommendations about early childhood education schooling in Balochistan.
3. The final report can be useful to review early childhood education Policy 2009 suggesting new approaches to accomplish task successfully in the concerned province.
4. This study can be useful for all the concerned in their respective fields enhancing their skills and improving in-depth understanding in early childhood education as well as well in research.

Research Question:

- What are the obstacles in the implementation of Early Childhood Education Policy 2009 in Balochistan?
- What sorts of facilities are provided by education department to early childhood education (ECE) centers?
- How the obstacles can be removed?

Subsidiary Question:

1. Did obstacles occur during the implementation of ECE Policy 2009 in Quetta city?
2. Is children friendly learning environment available at ECE level in Quetta city?
3. Is Jean Piaget's Theory for Cognitive Development being followed by head teachers and teachers of the concerned level?
4. Is expected learning outcomes for children from age birth to 5 years old achieved successfully?
5. Are learning resources at ECE level contextualized and localized properly?

Limitation and Delimitations:

The national education policy 2009 having five policy actions. So the study was limited to find out the implementation of these five policy actions. The author had to collect data and complete this thesis in very short time. The higher education authorities had very busy schedule so the researchers was bound to collect information in limited time.

Research Tools:

This research study was based on qualitative cum quantitative research method. Secondary data and three types of questionnaire specified for higher authorities of education department, head teachers and teachers were the research tools for the study.

Respondents:

The following were the respondents for the study;

- Education Secretary
- Deputy Secretary (Education)
- Director PITE
- Director BOC
- District Education Officer (DEO)
- Deputy District Education Officers (DDEOs)
- Head Masters/ Head Mistress (HM)
- School Teachers

Population and Sample:

Population for the study is District Quetta and the sample consisted of 10 educational managers, 36 teachers and 15 head teachers for this study.

Literature Review:

It is claimed by UNICEF (2011), that the notion of early child care education is having the potential to afford cognitive result, however it seems to be difficult to envisage the quality instruction may occur in dire environments of education. According to Keenan (2009), In such circumstances one has to latest try to reach every child which does looks like impossible. Like if you have enough strength in class like 70 children per class you must do your best to teach the best level of learning to at least 3/4th and if you are not having enough books you must try to be creative like using charts instead to relaying just on text books. Although early child care as well as education is a basic educational agenda, you must evaluate the existing situation of educational system. (p. 6,7,8,9,10,12)

Education of early child referring from the birth of child till 8 years of his/her life. The phrase widely used as early child care as well as education pointing to a variety related to various processes as well variety of mechanisms for sustainable and supportive development in the early lives of children. It includes proper education, physical, social as well as kind care along with rational motivation, health and nutrition care. It also requires family support, requirement of community to pay a supportive role in the healthy development of children. The initial 8 years in the life of children is the time of incredible growth as well as development. (Kim et al., 2012, p. 4,5,7,9, 12)

The nationwide policy of 2009 towards education is an ingredient part related to educational policies. The 18th amendment led towards the most important shifting related to the entitlements, making of decisions as well responsibilities throughout the federation, dictating evaluation of nationwide policy of education 2009. The inclusive suggestion related to early child education includes:

- All children from the ages 3 to 5 must be enrolled in early child education program
- All schools have to arrange separate early child education classrooms and that must be equipped fully by learning aids.
- There must introduce special early child education certification related to teacher's trainings.
- The hiring of early child education teachers must be on long term basis
- Budget has to be increased and allocated towards the program of early child education.
- Appointment of educational councilors be made so they can be able to deal with the requirements of early age children as well as helping and supporting their mental along with emotional growth. (National Education Policy. 2016. p . 4,9,19)

Nearly 15 percent population of Pakistan is of 5 years of age or below. According to the report by ASER (2012) about 39 percent children are going to or attend several forms of early child education programs the age group of which is from 3 to 5 years in the rural areas whereas about 62 percent in urban vicinity. Worldwide the worth of early child development is from 0 to 8 years and early child education is about 3 to 5 years and these have been acknowledged as serious investment towards helping children as well as families to engage as early in the survival stage of children along with protection, growth as well as transition from pre-schooling to primary level education. The history of early child education in Pakistan can be traced since the inception and country's first conference on education held in November 1947.

The existing policy related to education in Pakistan is having a significant impact on early child education as well as an element of EFA objectives; the government is too indomitable towards mainstreaming early child education into the system of education. The initial focus is given to most deprived children. The national policy of education as agreed five policy procedures in reference to early child education: (Primary Education Board .2009, pg 1-2,4)

According to Mahmud (2014), Pakistan being a low income state with having estimated population of about 180.7 million. The country is

classified as transient and deprived state which is weakened through political feudalism, lesser foreign investments, increasing population as well as considerable incursion. The early years in the life of a child are very important towards psychosocial, knowledge acquiring as well as educational growth. Various researchers analyze that the experience gained in the early days of life can contribute in reduction of poverty and improvement in social mobility from generation to generation. In Pakistan the early child education do not take into account the researches made by specialists in the field of early child education. More specifically no finances are allocated by education departments of districts one of the reason is they are not have sufficient funds that are received by federal level. However early child education have been benefited greatly by private schoolings through presenting nursery, KG levels of education, the matter is that these institutions are mainly located in the urban areas of the country. Now the early child education is regaining importance in the education system of Pakistan as well as policy makers following EFA goals. Towards the commitments that are made by Pakistan is in a stage of developing an inclusive national action plan which is formulated on long term scaffold. According to the plan about 40000 early child education centers will be established and almost 3000 early child education teachers will be appointed and annually trained as well. For younger age students the day to day challenges while arriving at school, working with various groups as well as learning to read and write can be easier if an association is made with teachers along with the sense of security. Among various other challenges Pakistan has made important institutional progress over past years. In this regard the national action plan has become vital related to NEP 2009. (p. 6,7,8,9,16)

In most of Pakistani schools the younger children exceptionally receive the opportunities or options of their own choices in expressing creative ideas as well as thoughts. They are being exposed towards tracing letters, copying what is written on blackboard and filling of workbooks. The creative writing abilities are not what is written by student but while writing is involved through continuous process of thinking as children are luminous thinkers. On the contrary the situation in our country is entirely different like teachers act like controllers; they are transmitting or can be said pushing their knowledge to students. The writing abilities are although a significant component in early child development.

Methodology:**Research Design:**

This research study was based on mixing approach i-e qualitative cum quantitative.

Sample:

The total Population was ECE center of district Quetta including Zarghoon and Chiltan town. The ECE centers were located in the difference areas of Quetta city and surroundings. The data was collected from educational managers, teachers and head teachers. The samples were selected randomly. The educational managers include district education officers, deputy district education officers, director BOC and additional and deputy secretary concerned with education department. The data was collected from 36 teachers, 15 head teachers and 10 educational managers

Instrument:

Two types of questionnaire and one interview questions were distributed among the respondents. Each questionnaire consisted of 20 questions. And there were 15 interview questions. The data through interview was collected from educational manager

Data Analysis:

The collected data was analyzed through SPSS and the results were presented in the shape of tubular and graphic form.

Analysis and Results:

Table 4.1.1 shows appointment of teachers as an ECE teacher.

Status	Mean	N	Std. Deviation
Teachers	4.1667	36	1.50238
Total	4.1667	36	1.50238

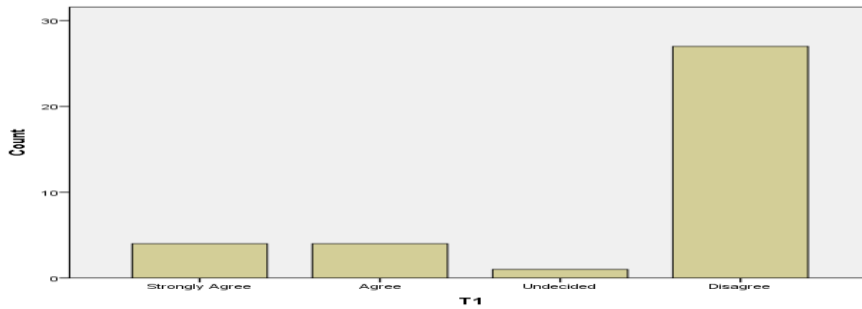


Figure 4.1.1 shows appointment of teachers as an ECE teacher.

Analysis 4.1.1

The mean analysis of the above table 4.1.1 shows that all the teachers disagree with this question that they were appointed as an ECE teacher.

Table 4.1.2 shows teachers satisfaction with physical resources provided for ECE.

status	Mean	N	Std. Deviation
teachers	2.9722	36	1.55813
Total	2.9722	36	1.55813

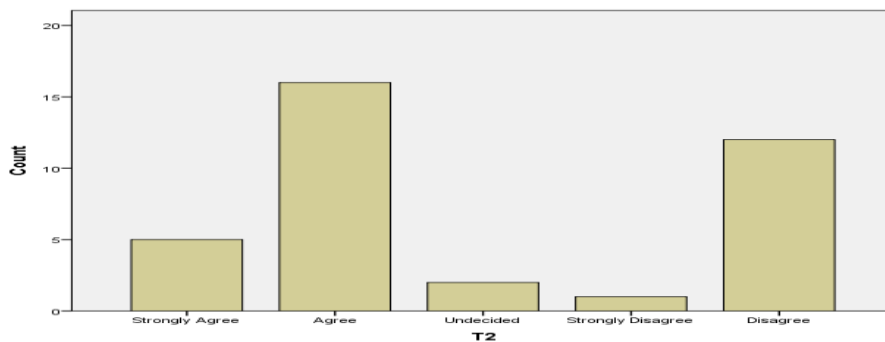


Figure 4.1.2 shows teachers satisfaction with physical resources provided for ECE.

Analysis 4.1.2

The above table 4.1.2 shows that teachers agreed with this point that they are satisfied with physical resources provided to ECE and the teachers are using these physical resources for the achieving of educational goal specified for Early Childhood Education.

Discussion:

There are many challenges that inhabiting the provision of education at primary level of schooling are obvious in discussions that are made with teachers as well as administrators of government schoolings.

While discussion with teachers about various challenges in developing countries, they frequently responded: The main and important challenges faced by teachers of ECE classes are the lacking of teaching material as well as infrastructure, lesser spaces and not having enough books. (Keenan, 2009. pg .6,7,8,9,10,12).

In most of the government schools there are no separate teachers available for early child care and education whereas there noticed an increase of teacher in private sector schooling. The country is in dire need of having proper primary level of education, proper curricula, allocation of funds, incorporated programs, appropriate networking as well as public private affiliation. (Shami, et al., 2009. Pg . 238-240,246,247)

Early Childhood Education in Pakistan has not been recognize formally. The provincial government had no policy for early childhood education. The public schools starts education from Kachi class. Which is an early schooling stage for small children aged between four to six. But the aims and objectives of this class and teaching methodologies are different from early childhood education system. In education policy 2009 the early childhood education was included and the funds were issued to all provinces. Now it is the duty of provinces to utilize the funds establish early childhood education system in all schools. The findings of the question that what is the number of ECE centers/schools in Quetta, shows that there were most probably 96 to 106 ECE centers/schools for both boys and girls in Quetta district. In which 42 to 52 centers are specified for boys and 54 centers are specified for girls. The findings of the question that what is the total number of students in ECE classes shows that there were most probably about 40 To 50 students in each ECE class. The findings of the question that which type of physical resources were provided by government for ECE. The answer to this question was that no such facilities were provided by government to ECE classes but some normal class rooms were changed into ECE classrooms and some Physical resources were provided by the ESP like Charts, Portfolios. Some class rooms were made by an organization named (Save the children organization) SCO.

Conclusion:

The main policy actions of the national education policy regarding early childhood education are to improve the quality of early childhood education by providing stimulating and interactive environment to children in early grades. The age criteria should be 3 to 5 years and the ECE center must be provided to primary schools with additional teachers and budget. Two years training for teachers regarding ECE became must and necessary requirement and the training should be based on ECE curriculum. There is a very limited number of ECE center in Quetta. The few ECE center were working in old and damaged building of primary schools. New rooms for ECE classes were constructed in limited number of schools. In Quetta national education policy 2009 regarding ECE is implementing gradually. The findings of the question that how many teachers were appointed for ECE, the results revealed that most probably 28 numbers of teachers were appointed for ECE in Quetta. And totally 96 teachers were concerned with ECE. 68 teachers were untrained. The findings of the question that what were the main funding agencies concerned with the promotion of ECE shows that the authorities those were providing funding to ECE were UNICEF, IDSP, SCSPEB and save the children organization (SCO). These organizations are in coordination with Balochistan Education department. According to education department 500 ECE centers will be established in near future. According to current finding the government is still failed to fulfil the target of ECE centers/schools. Political interference and incapable bureaucracy is the basic reason behind this failure. According to government authorities some obstacles faced by the government authorities regarding the implementation of ECE such as:

1. Budget allocation
2. Provision of instructional material
3. Training of teachers
4. Construction of classrooms
5. Appointment of teachers.

The reasons behind the obstacles for the implementation of ECE were as follows:

1. Teachers trainings
2. The government is still confused to accept as their own property.
3. Poor understanding and implementation strategy at DEA level.
4. Lack of co-ordination and fragmentation among concerned directors.

The education department has very limited budget for ECE program the future of ECE is totally dependent on donor agencies, provision of physical facilities, construction of new rooms and training programs for teachers is completely depended on the donor or project based support. The community has supported the ECE in public schools

Recommendation:

- The Education Department of the government of Baluchistan should introduce ECE classes in all public schools in the premises of Primary level.
- ECE classes need budgets and government should provide this budget to all centers to make the program successful.
- The education department should arrange teacher's trainings.
- Monitoring system should be strong for ECE centers.
- Policy of the ECE 2009 may be implemented with its actual spirit from the department of education.
- For ECE classes, government should take ownership and support it.
- ECE policies at provisional level need to be promoted after 18th amendment.
- PTSMCs and community role must be strengthened on regular basis.
- Supervisory staff responsibilities be reviewed and matched with ECE.
- BOC and PITE should introduce research projects regarding ECE center and should find its weaknesses and strength.
- Non-government organizations should build strong communication system with education department.
- The curriculum for ECE should be revived from time to time keeping in view the needs and requirement of children.
- More trained teachers should be appointed by government at ECE centers.
- The directorate for primary level should be established separately.
- The management of ECE centered should be under control of primary directorate.
- The teachers appointed for ECE centers should be highly qualified.
- Teachers without having teachers' professional degrees should not be appointed at ECE centers.

References:

Brown, M. (2000). New Guilford Effort aims to tackle obstacles to early childhood education development, published and posted on February 22, 2016. marquita.brown@greensboro.com.

Clement, B., and John, R. (2000). *Changed Lives: The effects of the Perry Pre School Program on Youths through Age 19*, Published by: High/Scope Educational Research Foundation, Printed in the United States of America.

Keenan, K. (2009). *Early Childhood Care and Education: Worldwide Challenges and progresses*, Volume 11, ISSN 1523-1615, published by: *Current issues in comparative Education*, teachers college, Colombia University.

Kim, G. J., Daniel, T., and Karin, H. (2012). *Early Childhood Care and Education, Asia Pacific End of Decade notes on EFA*, Published by UNESCO, Bangkok, UNICEF EAPRO, and UNICEF ROSA. Design/Layout: Sirisak Chaiyasook.

Klein, A. S., and Marian, M. (2001). *the Professional Resource for Teachers and Parents*. Published at Early Childhood News.

Korintus, M. (2012). *Early Childhood Education and Care: Specifics of the Hungarian System*, for the European Union Thematic working group on Early Childhood Education and Care, Published By: Hungarian Institute of for Educational Research and Development.

Leuven, F. V. (2010). *Early Childhood Education: A global scenario*, A Study conducted by the Education International ECE Task Force, Published by Education International Journal.

Mahmud, M. (2014). *Teacher Training in support of Early Childhood Education in Pakistan*, Published by UNESCO.

Morrison, G. S. (2007). *Early Childhood Education Today*, Publisher: Jeffery W. Johnston, Publisher: Kevin M. Davis. (p 3, 4)

National Education Policy. (2016), *Lahore Voices of citizens and youth consultation meeting with UNDP, Dubai Cares, PAIS, EYA, RTE, ASER and ITA*, Published with the support of Federal and Provincial Government.

Omoera, O. S. (2011). *Repositioning Early Childhood Education in Nigeria: The children Theater Approach*, Academic Research Journal Volume 1, Issue 2 .

One, S. T., and Carmen, D. (2009). The Status of children's rights in early childhood education policy 2009, published by: New Zealand Association for Research in Education, supported by United Nations Child rights Commission (UNCRC).

REAP, S. (2001). Educational Challenge Early Childhood Education, (Real Education Action Program) Published by FSI (Freeman Spogli Institute for International Studies).

Samuelsson, I. P., and Yoshie, K. (2008). The Contribution of early childhood education to a sustainable society, published by: UNESCO, printed in France.

Shami, P. A., Mushtaq, A., and Asma, K. (2009). Management of Early Childhood Care and Education in Punjab, Pakistan, Journal of Management Sciences Volume VIII No 2, In 2009.

State of Primary Education Board. (2009). Early Child Education, Publisher and Author: State of Primary Education Board (SPEB) National Program for Education 2009.

Suha, M. Hassan., and Jennifer, E. (2009). Lansford Assessing the School Readiness of children in Jordan, Journal of Educational research Volume 12 No-1 Department of Education Islamia University Bahawalpur (IUB) .

Texas Education Department. (1999). measuring up the State of Texas Education, Early Childhood Education, Author & Publisher: Texas Education Department, Source: <http://www.patnc.org>.

UNICEF. (2001). Early Childhood Development, the key to a full and productive life, Author and Publisher UNICEF (New York).

UNICEF. (2011). Evaluation of UNICEF's Early Childhood Development Program with focus on Government of Netherlands funding (2008-2010). Author & Publisher: UNICEF (New York).

Analyzing the Application of Linguistic Theories in understanding the Students Problems in Quetta:

By

¹Fazal Ur Rehman ² Dr. Maroof Bin Rauf³ Muhammad Rahim Nasar

Abstract:

The correct analysis of the problems faced by the students of Quetta is a great challenge. Various authors like Chomsky, Piaget, Skinner and Skemp have analyzed these problems in their own perspectives. This paper aims at investigating the factors responsible for obstructing the English language learning in district Quetta in the light of theories. A sample of 32 school students was taken for the case study whereby a questionnaire was used to know the attitudes of the Students. The sample size of the study consisted of 165 Students of the boys and the girl's school respectively. The data was achieved by designing a questionnaire for the Student. The data was then run individually on each question of student questionnaire. The Chi Square test is used to check the variances in the learning attitudes of the Principal, teachers and the students. The results indicated that these theories are highly applicable in district Quetta. The Results depicted that the students are more conscious about English language and the administration and the teachers apply the old techniques of translation and notebook completion in teaching English.

Keywords: Linguistic Theories, Problems, Secondary Schools, Chi Square.

Introduction:

We transfer our messages through a vehicle known as the language. It is a human way of communicating knowledge, ideas, desires and emotions. Its importance is that much that it provides the outlets to the individuals that increase their skills and abilities. The language makes bridges among the human beings and binds them together across specific geographical barriers. It is a great tool in mastering the

¹MPhil scholar in Education in Balochistan Study Center U.O.B Quetta Pakistan

²Assistant Professor in Education University of Loralai Pakistan

³Lecturer Sociology department U.O.B Quetta Pakistan

mathematical and the scientific ideas. Through language, the thoughts are imagined, organized and developed in any field of knowledge. Hence in this regard various theories are developed by various thinkers.

A.N Chomsky:

A.N Chomsky asserts that Language primarily deals with the grammatical and abstract knowledge of a homogenous community in a specific geographical area. They speak and hear the language with such purity, fluency and determination that they are not affected by the irrelevant conditions of memory loss, grammatical mistakes, shift of attention and distractions etc. (Chomsky 1965 cited by Nath 2010). To him, the language cannot be perceived as the capability to speak and comprehend ideas but rather every human being possesses a different factor that enables them to express their ideas. Now the question is that whether the language influences thought or the thought establishes its authority over language. To Chomsky they both are complementary as both are required for one another.

To Chomsky, the linguistic theory characterizes the speaker's ability to produce grammatically correct sentences. To him there are multiple sentence structures in a language which are not possible for a human to learn through reinforcement. Hence the language learning is in the human nature which cannot be enforced on a human being.

Jean Piaget:

Jean Piaget gives much emphasis to the social interaction in the development of language and thoughts. To Piaget, the social interaction is having a major role in the development of knowledge, linguistics, social development and Science. The language is a social factor because of the conventional nature of words which is necessary for intellectual development. Also, a conventional sign system helps us in the formation of mental structures that underlay our logical interaction (Piaget 1961).

Lev Vygotsky:

Lev Vygotsky, who is famously known as the father of socio linguistics, had a concern in developing the relationship between the thought and language. To him, the students can learn better when they are poised by better analytical and mind-blowing questions by the teacher. Unlike Chomsky and Piaget, he was concerned with the development of thought and language. To him, thought is a dead thing and it is the words that find their due place in the speech. The speech structures masterminded by the child become the basic structure of his thinking. The child firstly uses the language for his interaction and then this language becomes the basis of his thought (Schiit 2016).

BF. Skinner:

BF. Skinner believes that a language development is much on the environmental contingencies as human learns a lot from his environment. To him, the external factors like that of the society, communal interaction, social norms and that of the educational environment plays an important role in the linguistic development of a child. To him, a child develops his verbal behavior that is selectively enforced on him by the given verbal community. The society just makes the response center to a child where he communicates his knowledge with them. Also, he regarded the sentence structure as merely a behavioral chain where each element provides a stimulus to the coming word in order. These interactions in a child's mind lead to associations which become the basis of all languages (Skinner 2011).

Richard R Skemp:

Skemp, a pioneer in Psychology and Education believes that a child could learn brilliantly at his young age as he builds his mind in the age of 5 to 12. Hence the language is the pre-condition of expressing one's own thoughts (Skemp 1977). They come from different cultural and educational backgrounds due to which the adaptation of English becomes difficult for them. The school environment is inappropriate in supporting them to learn the various dialects of language learning.

English Language Curriculum in Pakistan:

The curriculum of English Language plays an important role in hindering the student's talent in Balochistan. The curriculum of the textbooks is not clear in its objectives as it aims to initiate the English teaching after the Primary level. The teaching environment is not appropriate for the language learning as the teachers apply the traditional techniques of translation, notebook completion and cramming. They are not properly trained in teaching English as their Educational qualification is totally different from that of teaching English. On the other hand, the students of the Quetta Through various research studies; it is found that the students learn the English Language as a secondary language mainly at the secondary school level. The main problem of the study is to identify the factors that affect the learning behavior of the students at the secondary school level. These factors include the teaching methods of the teachers, the student's attitude towards the learning process and the overall administration that guides the learning process of the students. Although various studies have been conducted internationally and nationally in this regard but no such study has been conducted in Quetta and Baluchistan. The present study has a focus to identify a strategy that may make coherence between the student, teachers and

the principals.

The study aims at the issues being faced by the students, teachers and the administrators in teaching and learning English at the secondary schools of Quetta. Per the literature, various factors like the teacher's quality, the educational curriculum, the school administration and the general English language background of the students affect their learning at the secondary school level. The students learning capabilities are diminished by the poor teaching quality of the teachers. The teachers teach through their traditional translation and cramming methods which are not suitable for the students of Quetta. If the students do not learn through these methods, then the teachers apply the tools of physical punishment and torture for teaching. The teacher only gives homework to the students which should only be noted down in the notebooks without any learning objectives. Hence the learning objectives are ignored and only notebook completion becomes the only goal that needs to be achieved during an educational year.

The English learning as a secondary language depends on the many factors which need to be properly addressed. In teaching English, the Principals, teachers and the students have different roles which need to be viewed through various angles. The language teaching has its own delicacies and methodologies which need to be fulfilled without whom it cannot be learnt properly. The language can be taught by allowing the students to read the various texts of the concerned language. It can be taught by allowing the students to listen to the audios and videos and it can also be learnt by allowing the students to exchange views on some issues and problems in the same language. These four methods of teaching are standard ones in adapting the secondary language abroad but these are not followed in the Quetta city.

LITERATURE REVIEW:

There are many languages spoken in Pakistan. Urdu is the national language of the state while it is the mother tongue of just 7.8 % of population (Nawab 2012). The official language of the state is English. It is the language of civil and military bureaucracy, commerce, education, media and the elite class of the country (Memon 2007). Mansoor (2003) conducted a survey of the Punjabi student's attitude towards languages. She concluded that the Punjabi students prefer English to a higher degree, Urdu at a second degree and lastly, they place mother tongue Punjabi at the lower degree. They see English as the key to success and power without which one cannot achieve a powerful and attractive job in government or in the private sector. The people of the total percentage of the population who know the English is only 2.7 % as per 1998 census. The ratio is increasing

due to the people's dire need of attaining higher vacancies (Akram & Qureshi 2012).

The English language has attained a global acceptance and hence there is a need to teach it accurately and properly in Pakistan. There is a need to investigate the teaching practices that are being practiced in Pakistan. In the context of Chitral, the translation method is mostly practiced in the class rooms (Shehzadi et al 2014). Due to the lack of purposefully trained teachers, teacher workload, shortage of classrooms and the ongoing support system. At the secondary school level, there are four language skills that are important. They include listening, reading, speaking and writing (Kazi & Iqbal 2011). The listening required the knowledge of phonology and the sound system of a language. It is the first step of language learning. The next step of language acquisition is speaking. The speaking requires correct pronunciation, the correct use of vocabulary and the ability to recall words spontaneously. Through speaking we can communicate with others and establish social relationships. The next stage of learning is the reading of a language. The child education is incomplete unless he reads and interprets the contents of a reading material. Here the readers understand and observe the writing purpose of a material (Martin et al 2004).

METHODOLOGY:

Many Research and newspaper articles, magazines, the official government policy documents and the web pages were reviewed to understand the micro and the macro dimension of the study. The population of the study consisted of the Boys and Girls of the Government Secondary Schools of district Quetta whereby the sample size of the study consisted of 165 government secondary school's students to get a true picture of the problem. An appropriate Questionnaire was designed for the collection of Primary Data in English and Urdu to help the students in giving their views properly. Gender wise 15 schools were that of the boys' and 17 schools were that of the girls. The achieved data was presented in the form of tables and graphs in SPSS. The Chi-square test was adopted for statistical analysis variance in the data.

DATA ANALYSIS:

For the collection of data, a questionnaire is developed whereby many different questions were asked to the students to assess the on-ground situation. The questionnaire was then distributed among the thirty-two schools of boys and the girls in the Quetta district. Gender wise, the sample consisted of fifteen Boy's schools and seventeen Girl's schools randomly. Almost all the Students responded to the questionnaire and

the refusals were almost none.

The List of the randomly selected schools and students is as:

Schools	No of schools		No of Students
Boys	15		75
Girls	17		90
Total	32		165

This analysis seems to be appropriate as we need a large no of participants to fulfill the measures of the Central Limit Theorem and it shall give us a true picture of the situation. The chi square analysis seems to be appropriate as it shall give an approximate measure of variances that exist among the students. The analysis was done on the questions that were asked to the teachers and the students to fulfill our objectives. Several hypotheses were formulized to analyze the Chi Square Analysis.

THE CHI SQUARE ANALYSIS:

To analyze the objective of the research, we formulate just two hypotheses of assessing the classroom environment impact on the students and the activities that help the students in increasing their learning levels. These two hypotheses help us a lot in generalizing the application of these linguistic theories on the students of district Quetta.

To fulfill these objectives, we have selected some questions from the questionnaire whereby 165 students have responded towards our critical questions. For achieving this objective, we formulate the following hypothesis and run the requisite data on the SPSS. The results of the chi square analysis help us in understanding the application of linguistic theories.

Hypothesis 1: To analyze the first objective of the article, we once again analyze the responses from the students' questionnaire as this shall give a true picture of the classroom activities persisting in the schools

H₀: The students learn through activities in their schools.

H₁: The students do not learn through school activities.

CROSSTABS

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your Gender * My School is organizing different activities regarding English?	165	100.0%	0	0.0%	165	100.0%
What is your Gender * My English subject class is fully conducted in English language	165	100.0%	0	0.0%	165	100.0%
What is your Gender * We have Audio and Video activities in our English class?	165	100.0%	0	0.0%	165	100.0%

CROSSTAB

		My School organize activities regarding English subject			Total	
		Yes	no	Don't know		
What is your Gender	Male	Count	23	51	1	75
		% within What is your Gender	30.7%	68.0%	1.3%	100.0%
		% within My School organize activities regarding English subject	51.1%	45.1%	14.3%	45.5%
	Female	Count	22	62	6	90
		% within What is your Gender	24.4%	68.9%	6.7%	100.0%
		% within My School organize activities regarding English subject	48.9%	54.9%	85.7%	54.5%
Total	Count	45	113	7	165	
	% within What is your Gender	27.3%	68.5%	4.2%	100.0%	
	% within My School organize activities regarding English subject	100.0%	100.0%	100.0%	100.0%	

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.328a	2	.189
Likelihood Ratio	3.692	2	.158
Linear-by-Linear Association	2.071	1	.150
N of Valid Cases	165		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is 3.18.

MY SCHOOL IS ORGANIZING DIFFERENT ACTIVITIES REGARDING ENGLISH SUBJECT?

RESULTS: There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 51.1% of the male and 48.9% of the female said that the schools conducted organized different activities regarding the English subject. Here

χ^2 (2, $N = 165$) = 3.328, $p = 0.189$.
 H0 (Null Hypothesis) = **Accepted**,

CROSSTAB

		My English subject class is fully conducted in English language			Total	
		Yes	no	Don't know		
What is your Gender	Male	Count	10	65	0	75
		% within What is your Gender	13.3%	86.7%	0.0%	100.0%
		% within My English subject class is fully conducted in English language	66.7%	43.6%	0.0%	45.5%
	Female	Count	5	84	1	90
		% within What is your Gender	5.6%	93.3%	1.1%	100.0%
		% within My English subject class is fully conducted in English language	33.3%	56.4%	100.0%	54.5%
Total	Count	15	149	1	165	
	% within What is your Gender	9.1%	90.3%	0.6%	100.0%	
	% within My English subject class is fully conducted in English language	100.0%	100.0%	100.0%	100.0%	

MY ENGLISH SUBJECT CLASS IS FULLY CONDUCTED IN ENGLISH LANGUAGE?**Chi-Square Tests**

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3.757 ^a	2	.153
Likelihood Ratio	4.149	2	.126
Linear-by-Linear Association	3.579	1	.059
N of Valid Cases	165		

a. 2 cells (33.3%) have expected count less than 5. The minimum expected count is .45.

Results: There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 66.7% of the male and 33.3% of the female said that they fully conduct their classes in English Language. Here

$\chi^2 (2, N = 165) = 3.757, p = 0.153.$
 H_0 (Null Hypothesis) = **Accepted**,

WE HAVE AUDIO AND VIDEO ACTIVITIES IN OUR ENGLISH CLASS?

MY SCHOOL IS ORGANIZING DIFFERENT ACTIVITIES REGARDING ENGLISH SUBJECT?

CROSSTAB

			My School organize activities regarding English subject			Total
			yes	no	Don't know	
What is your Gender	Male	Count	23	51	1	75
		% within What is your Gender	30.7%	68.0%	1.3%	100.0%
		% within My School organize activities regarding English subject	51.1%	45.1%	14.3%	45.5%
	female	Count	22	62	6	90
		% within What is your Gender	24.4%	68.9%	6.7%	100.0%
		% within My School organize activities regarding English subject	48.9%	54.9%	85.7%	54.5%
Total	Count	45	113	7	165	
	% within What is your Gender	27.3%	68.5%	4.2%	100.0%	
	% within My School organize activities regarding English subject	100.0%	100.0%	100.0%	100.0%	

CHI-SQUARE TESTS

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	1.741a	2	.419
Likelihood Ratio	2.132	2	.344
Linear-by-Linear Association	1.117	1	.291
N of Valid Cases	165		

a. 4 cells (66.7%) have expected count less than 5. The minimum expected count is .45.

Results: There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 33.3% of the male and 66.7% of the female said that they had the Audio and Video activities in their English language classes. Here

$\chi^2 (2, N = 165) = 1.741, p = 0.419.$
 H_0 (Null Hypothesis) = Accepted,

Hence by conducting various activities and providing a sound environment, the students learn a lot.

Hypothesis 2: To analyze the second objective of the article, we once again analyze the responses from the student's questionnaire as this shall give a true picture of the classroom environment persisting in the schools.

H_0 : The Classroom environment is satisfactory in the English class.

H_1 : The classroom environment is not satisfactory in the schools.

CROSSTAB

		I am using English Language in my class while teaching		Total
		Yes	No	
What is your Gender	Count	23	7	30
	% within What is your Gender	76.7%	23.3%	100.0%
	% within I am using English Language in my class while teaching	43.4%	63.6%	46.9%
	Count	30	4	34
	% within What is your Gender	88.2%	11.8%	100.0%
	% within I am using English Language in my class while teaching	56.6%	36.4%	53.1%
Total	Count	53	11	64
	% within What is your Gender	82.8%	17.2%	100.0%
	% within I am using English Language in my class while teaching	100.0%	100.0%	100.0%

CROSSTABS

I am using English Language in my class while teaching?

CASE PROCESSING SUMMARY

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
What is your Gender * I am using English Language in my class while teaching	64	100.0%	0	0.0%	64	100.0%
What is your Gender * I use Soft Boards in my class	64	100.0%	0	0.0%	64	100.0%
What is your Gender * I have arranged different types of activities regarding English subject.	64	100.0%	0	0.0%	64	100.0%

CHI-SQUARE TESTS

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2- sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.499a	1	.221		
Continuity Correction ^b	.796	1	.372		
Likelihood Ratio	1.506	1	.220		
Fisher's Exact Test				.322	.186
Linear-by-Linear Association	1.475	1	.225		
N of Valid Cases	64				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 5.16.

b. Computed only for a 2x2 table

Results: There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 43.4% of the male and 56.6% of the female said that they use English Language in their classes while teaching English. Here

χ^2 (1, $N = 64$) = 1.499, $p = 0.221$.
 H_0 (Null Hypothesis) = **Accepted**,

I use Soft Boards in my class?

CROSSTAB

		I use Soft Boards in my class		Total
		yes	No	
What is your Gender	Count	9	21	30
	% within What is your Gender	30.0%	70.0%	100.0%
	% within I use Soft Boards in my class	47.4%	46.7%	46.9%
	Male			
Gender	Count	10	24	34
	% within What is your Gender	29.4%	70.6%	100.0%
	% within I use Soft Boards in my class	52.6%	53.3%	53.1%
	Female			
Total	Count	19	45	64
	% within What is your Gender	29.7%	70.3%	100.0%
	% within I use Soft Boards in my class	100.0%	100.0%	100.0%

Chi-Square Tests

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.003a	1	.959		
Continuity Correction ^b	.000	1	1.000		
Likelihood Ratio	.003	1	.959		
Fisher's Exact Test				1.000	.587
Linear-by-Linear Association	.003	1	.959		
N of Valid Cases	64				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 8.91.

b. Computed only for a 2x2 table

Results: There is no statistically significant difference among the boys and the girls' percentage of the Public schools whereby 47.4% of the male and 52.8% of the female said that they use Soft Boards in their class. Here

$\chi^2 (1, N = 64) = 0.003, p = 0.959.$
 H_0 (Null Hypothesis) = **Accepted,**

CROSSTAB

		I have arranged different types of activities regarding English subject.		Total	
		yes	No		
What is your Gender	Male	Count	19	11	30
		% within What is your Gender	63.3%	36.7%	100.0%
		% within I have arranged different types of activities regarding English subject.	76.0%	28.2%	46.9%
	Female	Count	6	28	34
		% within What is your Gender	17.6%	82.4%	100.0%
		% within I have arranged different types of activities regarding English subject.	24.0%	71.8%	53.1%
Total	Count	25	39	64	
	% within What is your Gender	39.1%	60.9%	100.0%	
		% within I have arranged different types of activities regarding English subject.	100.0%	100.0%	100.0%

I HAVE ARRANGED DIFFERENT TYPES OF ACTIVITIES REGARDING ENGLISH SUBJECT?

CROSSTAB

		I have arranged different types of activities regarding English subject.		Total	
		yes	No		
What is your Gender	Male	Count	19	11	30
		% within What is your Gender	63.3%	36.7%	100.0%
		% within I have arranged different types of activities regarding English subject.	76.0%	28.2%	46.9%
	Female	Count	6	28	34
		% within What is your Gender	17.6%	82.4%	100.0%
		% within I have arranged different types of activities regarding English subject.	24.0%	71.8%	53.1%
Total	Count	25	39	64	
	% within What is your Gender	39.1%	60.9%	100.0%	
		% within I have arranged different types of activities regarding English subject.	100.0%	100.0%	100.0%

CHI-SQUARE TESTS

	Value	Df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	13.975a	1	.000		
Continuity Correction	12.121	1	.000		
Likelihood Ratio	14.518	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	13.756	1	.000		
N of Valid Cases	64				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.72.

b. Computed only for a 2x2 table

Results: There is statistically significant difference among the boys and the girls' percentage of the Public schools whereby 76% of the male and 24% of the female said that they had arranged different types of activities regarding English subject. Here

$\chi^2 (1, N = 64) = 13.975, p = 0.000.$
 H₀ (Null Hypothesis) = Rejected,

Results & Discussion:

The Secondary School Students of the Quetta city face a lot of problems in learning English as a secondary and educational language. They share the same problems in learning English that are being faced by the secondary school students of all Pakistan and even the world community. The administration of the schools in Quetta pays although pay some attention in improving the English Language of the students, but it requires some huge radical steps. Although the teachers are mostly qualified but they adopt the old and the obsolete techniques of teaching. Instead of teaching through audio and video techniques, they mostly adopt the traditional techniques of translation and cramming. Through these techniques the students cannot learn the proper vocabulary of the English language which is essential for learning it. The teachers are hence required to expose their students to various audio-visual techniques by exposing them to the print-electronic media. Also, the Principals and the administration shall conduct various essay and Spellathon competitions which will make active the students in learning English.

The students termed the low quality of teaching, the poor environment for learning and lack of outcomes through traditional methods of learning as the main impediments in the learning of English as a secondary language. There were significant differences observed between the male and the female students towards the learning perspectives. The girls could learn English easily as compared to that

of the boys. They could translate the English text easily as compared to that of the boys. Their notebooks were found completed with neat and clean writing as compared to the boys and their memory was found much sharper in learning English. Poorly equipped classes, lengthy courses contents, lack of highly qualified teachers and lack of use of the English Language used as a medium of instruction were the major problems identified by the students.

The paper suggests revision of curricula, updating of academic resources, and use of students centered approach and emphasis on faculty development for improving teacher's education. All the students tend to benefit from clear goals and learning objectives, meaningful challenging, motivating context, a curriculum rich with content, well designed, clearly structured, appropriately placed instruction, active engagement and participation, opportunities to practice, apply and transfer of new learning and the additional time and opportunities to be provided to students in the English classes. There should be separate class and extra time be reserved for the English learning. The teachers should design the speaking techniques and allow the students to initiate language. Teachers should help their students develop strategic competence to accomplish oral communicative purposes.

REFERENCES:

Akram. M & Qureshi. A.H (2012). Problems in Learning and Teaching English Pronunciation in Pakistan. *Int. J. of Ref. in Linguistics & Lexicography*. Vol,1. Pp43-48. Issue 4.2012

Kazi.A. S & Iqbal. H.M (2011) Use of Language Learning Strategies by Higher Secondary Level in Pakistan. ISSN: 2223-4934. Vol.1. Issue 4 Oct 2011.

Mansoor. S (2003). Language Planning in Higher Education Issues of Access and Equity. *The Lahore Journal of Economics*. Vol. 8, No 2.

Martin MO, Mullis VS & Gonzalez E 2004. Home environments fostering children's reading literacy: Results from the PIRLS2001 study of reading literacy achievement in primary schools in 35 countries. Paper resented at thee 1st IEA International Research Conference, Lefkosia, Cyprus.

Memon. G.R. (2007). Education in Pakistan: The key issue, problems and the new Challenges. *Journal of Management and Social Sciences*. 3(1), 47-55.

Nawab.A.(2012) Is it the way to teach English the way We Teach Languages? *English Language Teaching in Rural Pakistan*. *Academic Research International*. Vol,2, No, 2.2012.

Piaget, J (1961). "*Cognitive Development in Children*", *Journal of research and Science teaching* vol.2, PP 176-180.

Schiit, R (2016). "*Vygotsky & Language Acquisition, English made in Brazil*" retrieved from <http://www.sk.com.br/sk-vygt.html>>.online.et de dezembro de 2016.

Shehzadi. I, Khan.T & Nazeer. S (2014) Extrinsic and Intrinsic Factors Affecting Second language learning in Pakistan. *Journal European Academic Research*. Vol,11 Issue 1/April 2014.

Skemp, R.R (1977). "Rational Understanding and Instrumental Understanding", *Mathematics teaching*, 77:20-6.

Skinner.BF (1948). "Superstition in the Pigeon". *Journal of Experimental Psychology*, 38(2),168.

Teachers Perspective on Continuous Professional Development (CPD) Programs in Secondary Schools of Quetta, Balochistan:

By

¹Syed Aamir Shah, ² Dr. Maroof Bin Rauf

Abstract:

The destiny and development of a nation manifest in the education system of a country. Since very little significance has been given to the education system in Pakistan, programs like Continuous Professional Development (CPD) Programs are very important to let credence to the education system. For this purpose the sample size of the study consisted of 49 boys and girls government secondary schools of Quetta. From total 49 schools, 15 were male and 34 female schools were chosen for the case study. Where by a close ended questionnaire was used to know the role of trainee teachers. All the teachers who have got CPD training was the sample of this research. The findings of the given research through the SPSS formula revealed that the respondents highly appreciated the (CPD) program, but at the same time they held some complaints with regards to the loopholes in the (CPD) like the lack of transportation, the lack of merit oriented selection of teachers to receive Continuous Professional Development (CPD) training, lack of consistency in training sessions and, more importantly, lack of government funds to expand it to other rural and far flung areas of Balochistan.

Keywords: Continuous Professional Development (CPD), Quetta, Secondary School, Professionalism, Teachers Training.

Introduction:

It is a well-known fact that a teacher is the architect of the future of a nation. A teacher with low caliber cannot lay the foundations of nation that can compete with the progressive societies of the world. The world has ushered into a cutting-edge era where modernization and development are the main pillars of modern societies which derive from consistent struggle and competition. Beside competition, the

¹ M.Phil. Scholar (Education) Balochistan Study Center U.O.B Quetta Pakistan

² Assistant Professor and Research Supervisor University of Loralai Pakistan

proper use of the human resources like skills and caliber is equally gauged as a significant measure for development. Therefore, it is very important for a teacher to first of all know its own caliber, and then it should know the caliber of the students and work on them accordingly. It has been proven that the programs along the years of experience of the teachers have shown remarkable results in the trenching methods of the teachers in the classrooms (Varank 2013).

Continuous Professional Development (CPD) programs do in their in service training sessions create such an environment where the teachers in the training process groom their inner skills of knowing the inner caliber of the student. Since every student has a different mindset and every student has a different process of learning and every student has different skill in which that student can excel, it is highly imperative for a teacher to find out that skill and nurture of that skill. A teacher in the classroom has to be so wide and open mentally that the teacher should ensure that every student whether weak or active should get the message of what is being taught.

A teacher is a social reformer. A teacher not only fulfills the duty of teaching some lessons. That is not the entire obligation of a teacher. In fact, a teacher should be social change agent and must reform the mindset of the students to discern between good and bad in the society, to teach them how to create cordially positive environment and how to use their energy for the betterment of not only their families, rather for the entire society. All this depends on how the teacher behaves in the classroom and how reacts to the strengths and weaknesses of the students. (Faroza 2015)

A teacher should know how to inculcate certain ideas and things in the minds of the students and how to create the awareness among the students which in return helps that student to develop that particular skill in which the specific student can excel that should work on it. Though it is a lengthy process, but this process nurtures the best among the nation and this process is the major pillar of development of the entire nation which mainly lays with the fact how a teacher behaves in the classroom and how a teacher can bring a change in the environment of the classroom. These are the main goals of the Continuous Professional Development (CPD) programs. In spite of teaching for years and trainings, if a teacher does not know how to gauge the different calibers of the students, then that teacher is not fully honest with the very professionalism of teaching spirit (Dweck 2008)

Teachers Perspective on Continuous Professional Development (CPD) Programs in Secondary Schools of Quetta, Balochistan is the

main title of the research and it is unique in its nature since no significant work has been done on the Continuous Professional Development (CPD) program as such. This research not only focuses on how the Continuous Professional Development (CPD) is functioning, as a matter of fact, it oversees the performance, its positive aspects and the loopholes of the program beside its contribution in the elevation of the standards of education in the city of Quetta. The reason why this research chose Quetta city as a case study rather than any other rural area where education statistics are far more abysmal on account of the fact that the existing Continuous Professional Development (CPD) program is so far only operating in the Quetta city and has not yet been initiated in the rest of the province (Kakar 2014).

Hundreds of teachers from the Quetta city have received the trainings from the Continuous Professional Development (CPD) programs and their responses which were gathered in the form of literature for the research through the distribution of Questionnaires bear testimony to the fact teachers have well adopted to the new innovative methods of teaching and the majority of them have incorporated them in the classrooms with remarkable results. Those teachers who have received the training insist on the fact that the training sessions should be increased and other teachers who remained previously out of the gambit of training ought to be included in the programs. What needs to be done is to make the program sustainable and understandable, the government has to show some maturity and should allocate a specific amount of budget for this program since the professional development of teachers is a lifetime, career-wide procedure that starts at university and ends at retirement, therefore, certain programs must not end, especially, when they are registering improvement in the education system and giving results. Many teachers from the rural areas do not get the chance of proper training and do not get used to the modern techniques of teaching and cling with the old and orthodox methods of teaching, as a result, they perform poorly in the classrooms. Programs like that of Continuous Professional Development (CPD) must be a part of the new vision of the government as far as the future policies regarding education are concerned (Khalil 2009).

This research article mainly focused on the first objective and first hypothesis of the thesis. The objective upon which the article was done was “to find out the process of Continuous Professional Development (CPD) in secondary schools and to know the role of Government Education Department in secondary teachers Continuous Professional Development (CPD)” and the hypothesis was “CPD

process is not satisfactory for the need of new era". The research showed that the results of the first objective were met and the hypothesis result was positive. As far as the objective was concerned, the role of the Government Education Department was explored proving the first hypothesis that the role of the Government Education Department was not satisfactory at all toward the Continuous Professional Development (CPD) training of the teachers. The lack of attention by the government toward elevating the standard of education in Balochistan is discouraging. Education is the least priority of every provincial government and the resources allocated for education are beyond satisfactory. One should realize that how important education can be for changing the fate of the entire nation and how it can drive the country out of the miserable condition it is in presently. Yet, it receives poor attention. Even programs like that of Continuous Professional Development (CPD) programs are not given due consideration. The government must realize that Continuous Professional Development (CPD) is crucial for elevating the standards of education through imparting quality training to the teachers who later on can adapt the innovative techniques in their classrooms, thus, creating a largely learning environment.

Literature Review:

There is no denying the veracity that Continuous Professional Development (CPD) program has grown to become one of the most successful programs launched in third world countries with regards to the professional training of the teachers and equipping them with the modern tactics of teaching. Being a third world country, Pakistan has adopted this program as well with much success in cities like Quetta, however, there are still too many shortcoming in the program which need to be amended if long term results are expected by the higher authorities in the field of education. (Akbar 2015).

The educational training is essential in a sense that it enhances the learning potential of the teachers in order to maintain their needs, their competence and to broaden their horizon of thinking. In Pakistan, the field that has received the most of the Continuous Professional Development (CPD) training is medical field. Continuous Professional Development (CPD) for medical field has been being applied in the country since 1990's. It gained momentum with the rise of the field of physicians when it was recognized that a good doctor ought not to only be specialized in its own profession, rather, a good doctor must be equally social, skillful and cooperative as well. The advent of the information technology had changed the old fashioned orthodox doctors' concept. The first large scale workshop of Continuous

Professional Development (CPD) was held in 2003 in Peshawar at the International Conference for Psychiatry. It was regarded as the stepping stone for the country wide launch of CPD in the following years. (Kurum 2010).

The Continuous Professional Development (CPD) was aimed at developing the social, personal and managerial skills of the doctors, seeing its success; it was soon expanded to the education field also. The Continuous Professional Development (CPD) program is conducted with different approaches under different plans and reviewed under constant observation every few years to adapt to the changing needs of time. It is widely believed that it is the responsibility of the individual to fulfill the requirements of the Continuous Professional Development (CPD) to the requisite environment.

Since teaching is a lifetime profession clinging with study, therefore, the teachers have to generate their capacity for learning and becoming more responsible toward their duties. A teacher owes much to its society to become more reasonably competent and contributing individual. In order to evolve more competence and responsibility, a teacher must know its needs, professional interests and the need for learning preferences in order to identify the areas of its weakness so they can be brushed aside through constant training and learning. (Khurshid 2009).

Beside these, a teacher must define its long term and short term goals of the career and must be fully acquainted with the use of the technology to facilitate achieving their goals. For achieving goals by a teacher, one must be acquainted with the modern developments around the world and be fully updated which is done through a series of (CPD) training sessions and workshops. Now they are also being conducted in Quetta city. One of the perks of the (CPD) training is that it generates the zeal of the teachers for collaboration with each other on matters of importance specially dealing with their classes. Discussing and sorting out the problems being faced in the classroom are the very basic aims of the (CPD) workshops in Quetta city. Teachers are no more regarded as the role models of the society; therefore, it is the essential task of the Continuous Professional Development (CPD) to rekindle this thinking. The teachers can become the role models only if they realize their own duties and responsibilities and if they create a cordially learning atmosphere in the classroom. A teacher becomes a role model when he/she digs out the inner talent of the students (Farooq 2006).

Research Methodology:

The sample for the research was based on 115 respondents who were purely locals of Quetta city. The process of research contained close ended questionnaires from the respondents. 77 female teachers from 34 female schools and 38 male teachers from 15 male schools were chosen as the population of the research through the random sampling 25 female and 7 male JVT teachers, 24 female and 9 JET teachers, 28 female and 22 male SST teachers who had received the (CPD) training were chosen among whom the questionnaires were distributed. Open ended questionnaire with a liker scale was used which was later on put through the SPSS software in order to get perfect results.

Main Tables:

Table No. 1:- Organizing process of Continuous Professional Development (CPD) is going to transform education in Quetta.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	35	30.4	30.4	30.4
No	37	32.2	32.2	62.6
Unecided	43	37.4	37.4	100.0
Total	115	100.0	100.0	

Result:

The table and the graphical analysis indications that out of 115 male female teachers, 32% answered that the organizing process of Continuous Professional Development (CPD) is not transforming education in Quetta while 30% teachers agreed the said statement of majority of teachers around 37% were doubtful about it. Given the fact, the overwhelming majority nearly 32 percent not agree to the point that the Continuous Professional Development (CPD) is not quite transforming the educational environment of the schools; in fact, it is changing the behavior of the teachers affirmatively as well. 37% teachers do not decided any statement in positive or negative so this, random majority feels the actual picture of the organizing process of Continuous Professional Development (CPD) is transforming education in Quetta.

Table No.2:- The selection process of teacher for Continuous Professional Development (CPD) is good.

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	38	33.0	33.0	33.0
No	66	57.4	57.4	90.4
Undecided	11	9.6	9.6	100.0
Total	115	100.0	100.0	

Result:

The question whether the selection process of the teachers for Continuous Professional Development (CPD) is good or not. For this question, the majority 57% of the respondents said no and 33% of them said yes while 9% of them were neutral. Though, in the complaint portion of the questionnaire, many teachers showed their opinion that the teachers' selection was not fully on merit basis, there is still room for improvement of the given program in the city. Taking teachers on the basis of the merit helps keep the best and most enthusiastic teachers to come forward and actively play their role, for the very reason, meritocracy is the key to the success of the Continuous Professional Development (CPD) future programs in Quetta and other parts of Balochistan. Expansion of this program to the other backward parts of the province is very important.

Table No.3:- The Government is quite sincere in implementing and taken good results from Continuous Professional Development (CPD).

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	33	28.7	28.7	28.7
No	35	30.4	30.4	59.1
Undecided	47	40.9	40.9	100
Total	115	100.0	100.0	

Result:

The respondents on the question that government is quite sincere in implementing and taken good results from Continuous Professional Development (CPD) 28% of them said yes while 30% of them said No while 41% remained undecided. If the government had been fully sincere in matters of education, the plight of education in Pakistan in general and Balochistan in particular would have been far better and under more competitive environment. It appears that without the interest and support of the government, any project of private nature cannot last long; therefore, the government has to fully appreciate the

existing Continuous Professional Development (CPD) program and expand it to the other parts of the province. Any long term solution for the Continuous Professional Development (CPD) requires a proper flow of resources and a fixed amount of budget which without the assistance of the government is out of the question. As it is obvious from the reaction of the respondents, they are pleased with the training of the Continuous Professional Development (CPD) programs, but they are not quite pleased with the government support. It is high time education became one of the top priorities of the government of Balochistan if it really wants to drive the people out of insurgency and militancy.

Discussion:

Very little research has been done on the Continuous Professional Development (CPD) program, especially, in the context of Quetta city. Researchers like Shahid Khan and Mohammad Talpur have been the front role in this regard, but their work is mainly based on the performance of the Continuous Professional Development (CPD) in other parts of Pakistan and they have hardly mentioned Quetta. This is the only research that has taken Quetta as the case study to overlook the Continuous Professional Development (CPD) program from all possible aspects. Gathering data was very hard and time taking, efforts were made to access every teacher who has received training from Continuous Professional Development (CPD) and efforts were made to access some of the officials of the Continuous Professional Development (CPD), but the officials from the Continuous Professional Development (CPD) could not be accessed. Very little literature was available for the research; therefore, the comprehensive portion of the research had to be done on the quantitative mode of the research. This research as compared to the other researches done on the Continuous Professional Development (CPD) is broader and more comprehensive because all the respondents that participated in the research are trained from the Continuous Professional Development (CPD) program; therefore, they better know the strengths and loopholes of the research.

It is a quite positive step in the right direction that the governments at the federal level has taken the initiative of bolstering the engagement of the teachers into professional training programs and it is truly appreciative of the fact that certain projects and initiatives have been a part of the federal policy circles for quite some time. Creation of the Higher Education Commission in this regard was the first landmark achievement that changed the entire educational atmosphere of the country. Then bringing the Continuous Professional Development (CPD) program under the supervision of the government

education department at the federal level was another appreciable step (Aqeel 2009).

However, it took too much time and too little effort to oversee the growth of the Continuous Professional Development (CPD) program at the provincial level, especially, at the provincial level in Balochistan. The growth of Continuous Professional Development (CPD) in the province of Balochistan has not only been lethargic and time taking, but replete with too many loopholes as well. The results from the questionnaire that were distributed among the trained male and female teachers of the Continuous Professional Development (CPD) program from different schools drew the conclusion that the program has been remarkably good for improving the teaching skills of the teachers as well as help them to work on their own maturity growth and discipline, but at the same time they find out many weaknesses in the program that need to be worked upon.

Owing to the mounting insurgency and militancy in the most poverty ridden province of the country, the provincial government of Balochistan has always keenly focused on security and kept education on the least priority resulting in the large scale unemployment and massive rate of illiteracy in the province. The teachers in the far flung areas out of the major cities do not even have proper structures to maintain the classes, how possibly could they educate the nation to compete with the world.

Still, the efforts deserve applause that the Continuous Professional Development (CPD) has starting performing at the provincial capital of Quetta and hundreds of teachers have received proper training from it to their maximum satisfaction. The students' skill development is proportional to the capacity of the teachers to nurture their skills and react to their liking and disliking in the classroom. If a teacher fails to recognize the skills in which a student excels in a particular talent, that talent will remain dormant and the student will never reach the apex of its ambitions and aspirations (Akbar 2015).

The role with the capabilities, qualification, awareness and experience of a teacher is quintessential to groom the capacities and potential of a nation. The Continuous Professional Development (CPD) program is aimed at multi-faceted goals and objectives which vary from bringing the teachers in line with the modern needs and requirements to the capacity building of the students, from learning new and innovative modes of teaching to creating a competing environment in the classroom; the Continuous Professional Development (CPD) program has tremendous potential to revolutionize

the entire education system of Balochistan starting with the city of Quetta.

It can further revolutionize the educational institutions beyond Quetta in the far flung areas where the lack of resources and funds creates too many hurdles in the way of education. The Continuous Professional Development (CPD) program can teach the teachers to be efficient. Efficient in a sense that they should know the best use of the resources at their disposal, they should know how to survive and get the best out of the students even if there is no proper funding and no proper structure for the schools and other institutes. This is the main goal of the Continuous Professional Development (CPD) to make the teachers efficient even if the government fails to sponsor education in the most standardized sense, still the teachers can make a great difference if they know how to survive with the resources available to them and how to bring a change of mindset among the students

A great deal of inspiration can be derived from the fact that whatever the teachers were taught during the sessions of the Continuous Professional Development (CPD) training, an overwhelming majority of the teachers are using those methods in their classrooms and they have seen too many changes in the behavior of the students, often positively encouraging changes. For the first time in the history of a province, such a program with such a large scale of operations has been undertaken where the students are not the priority; in fact, the masters who create the best out of the students are the priority of the program (Asghar 2013).

The teachers are the foundational stone of the development, therefore, the Continuous Professional Development (CPD) program focuses on the teachers that how truly they can be the change agents. Given the obsolete syllabus that does not fully explain the social etiquettes and the social as well as the moral obligations of the students toward the society, it is the duty of the parents at home and of the teachers at the schools to teach these socio moral ethics to the students. If the teachers are not properly trained and if the teachers are not well educated then how possibly they can inculcate these ethical codes to the students.

Programs like the Continuous Professional Development (CPD) program keep the teachers in a motion of training and consistent learning environment helping them to regenerate their cognitive learning skills. As a result, they regenerate the cognitive learning of the students making them learn from the surrounding environment, from the societal behavior and from the moves and actions of the people of the society. If seen with inspiration and from a critical point of view,

the Continuous Professional Development (CPD) program is actually a program can reduce the gap between a teacher and a student and creates a cordial environment of learning. Fear is the key that keeps a student dormant in the classroom and keeps a teacher from understanding the strengths and weaknesses of a student (Muadaser 2013).

The training sessions of the Continuous Professional Development (CPD) remove the gap between the students and teachers and remove the fear opening the students fully to the teacher so that the teacher can gauge the strengths and weaknesses of the student, at the same time bolstering the student to be friendly and active in the classroom. Student activism in the classroom is highly essential for the entire growth of the student. If the student is active in the classroom, it can learn from the environment of the classroom and it can learn more from the actions and reactions of the teacher. Besides, the activism can bring the teacher so close to the student that the student feels way too confident to tell the teacher where and how the student is facing problems in learning whether at home or at the classroom (Philips 2015).

Conclusion:

There is no denying the fact that the Continuous Professional Development (CPD) program is very essential as it is carried out by the experienced professionals who are highly updated on modern needs and changes and they persuade the teachers to be creative while teaching and try to induce the creativity of the students in order to increase the productivity in the classroom results, not only in terms of marks, but also in terms of demonstration of the talent of the students in the classroom as well as in the long run when the students enter the professional career. Being the most backward province of the country Balochistan is in dire need of certain programs to improve the standards of education and at the earnest, it must be expanded to the more backward areas where faculty is missing; there is no proper structure for schools and colleges and where poverty is dominating. Certain programs in those areas can not only elevate zeal of the people, as a matter of fact, they can also attract the attention of the higher authorities to pay more attention to the abysmal educational plight of the rural areas of Balochistan. Thanks to the Continuous Professional Development (CPD) Program that the teachers of Quetta are availing proper training sessions and improving their teaching skills which in return help them deliver the new modes of techniques to the students.

Some serious thinking has to be undertaken in order to ensure that every teacher and every student comes into the fold of modern education system. Education is the chief pillar through which the nation has to advance itself to pace with the developing countries of the region. Let alone the other regions, Balochistan is so backward that it cannot compete even with the other provinces of its own country. Whether that is Sindh or Punjab or even Khyber Pakhtunkhwa, they all have literacy statistics far better as compared to that of Balochistan. Balochistan needs to raise above the low standards and prove to the world and other provinces that it can compete with them and can equally contribute in the course of national development if programs like that of Continuous Professional Development (CPD) are incorporated at a large scale in the educational policies and specific budget is allocated for certain programs to evolve and be expanded to other parts of the province as well. Only education can steer Balochistan out of the security crisis and grinding poverty that it is facing today.

Recommendations:

Such programs evolve the education system and bring improvement in the teaching system which is entirely based on the curriculum which is already too obsolete to meet the modern educational requirements. The government ought to continue certain programs and should extend the Continuous Professional Development (CPD) to other cities and far flung areas as well after witnessing a large scale satisfaction of the teachers of the city of Quetta. The government has to take a serious notice of the plight of the education in the province.

Though, the Continuous Professional Development (CPD) has shown tremendous efforts in training the teachers of the city of Quetta, the program is still confined to mainly Quetta city and has not been extended to the other parts of the province where it is much more needed. The program itself is not perfect in any sense and it faces issues of merit and budgetary deficit. Though, the trainers are highly professional and well experienced, yet the sessions are not well planned and conducted in proper manner creating so many challenges for the teachers to complete the courses on the time and adapt the trained material to the classes on time.

References:

- Ahmed, Aqeel. "CPD and its implimenation in the courty ." *Gull Publication* , 2009: 23-16.
- Ahmed, Khalil. *Teacher and thier part in society* . Education, Quetta: SSMp, 2009.
- Akbar, Ali. "Balochistan and education pitfalls." *Balochistan point* , 2015: 2-5.
- Ali, Asgar. "Teacher in the Institutional Development ." *Social Institution* , 2013: 5-8.
- Bajowa, Kurum. "Educational development in Paistan and the Federal policy ." *Alf Illan* , 2010: 33-39.
- Dweck, C.S. (2008). *Mindset: The new Psychology of Success*. USA: Random House, Ballemine Books.
- Farooq, Muhammad Shahid., & Shahzadi, Neelam. (2006). Effects of Teachers' Professional Education on Students' Achievement in Mathematics. *Bulletin of Education & Research*, 28(1), 47-55.
- Friedman Phillips. "Continuous Professioanl Development CPD in the educational development ." *Biighu*, 2002: 12-15.
- Jadon, Faroza. "Education in Pakistan and the provinces in Tranings." *UNESCO*, 2015: 28-24.
- Kakar, Saleem. "Balochistan and the place of CPD in education ." *Bolan Voice* , 2014: 6-12.
- Khurshid, M. (2009). Effectiveness of New PTOC Training on the Classroom Performance of Female School Teachers in Rawalpindi Division. Islamabad, Pakistan: (Unpublished) M. Phil. Thesis, AIOU
- Varank, i. (2013). The Effects of Teachers' Educational Technology Skills on
- Wali, Mudaser. "Monitoring Pitfaals in the educational system of Paistan ." *Economic forum of Education* , 2013: 20-23.

A Study to Explore the Existing Monitoring and Supervision Mechanism for Government Schools in District Loralai:

By

¹ Akhtar Shah, ² Dr. Sajida Naureen

Abstract:

The aim of monitoring and supervision is to improve the activity in any institution and mainly it is interaction between individuals and two persons. The objectives of this work are to explore the current monitoring and supervision mechanism for public schools in district Loralai, to investigate the education departmental responsibilities for monitoring of government schools and to examine how the DEOs, DDOs and supervisors monitor the performance of public schools. According to results there are no separate monitoring units for supervision of public schools in district Loralai. The overall supervision and monitoring activities are carried out by educational officers. The education officers of education department have a dual role of management and monitoring. The learning coordinators are supposed to help the other teachers in their teaching methods but they are assigned the duty of monitoring and supervision. According to the responses of the interviews, most of the participants are saying that their monitoring system is very simple, weak and not up to date. They only monitor whether the school is open or not, teachers are regular or not. Are teachers completing their courses or syllabuses? Whether the teachers' attendance is complete or not?

According to the respondents that monitoring system can affect the learning and teaching process in schools and can strengthen the capacity of school teachers through the guidance provided by monitor officers. Almost all the monitoring officers are well qualified and have monitoring tools in the educational monitoring system. It is concluded that the present government is trying to manage the monitoring system of schools but the government itself is not able to implement some professional steps in this regard, because the appointment of educational and monitoring officers is on political basis. It is recommended that there is no role of monitoring system in our

¹ M.Phil. scholar, University of Balochistan Quetta Pakistan

² Assistant Professor, IER Department, University of Balochistan Quetta Pakistan

community. Community must play their core role in monitoring in education but it is still nil in our educational system. More and more attentions should be paid for the betterment of this monitoring system. Most of the participants' responses are that there is no existence of PTSMCs in education department. There should be a great role of PTSMCs in monitoring and capacity building of the teachers.

Keywords: Bench Mark, Compliance Monitoring, Diagnostic monitoring, Performance Monitoring, Supervision, Physical Resources, Standards, Students Learning Outcomes.

Introduction:

The term supervision is derived from the word 'super video' and it means oversee. The aim of supervision is to improve the current activity and mainly it is interaction between two persons. In educational institution, this interaction can be between supervisor and teacher, between supervisor and head teacher. It can also be an integration, sharing and combination of procedures and processes. The objective of supervision is to improve the activities of schools and to improve the teaching methodologies among the teachers. Supervision can be a vital part of school framework.

Following are the main functions of supervision/supervisors.

- (i) To improve the teaching and learning among student and teachers.
- (ii) To help students to understand themselves.
- (iii) Helps for approval of new Schools.
- (iv) Help teacher (Primary) in School management.
- (v) Share new teaching methodologies.
- (vi) To assess the progress and achievements of SLOs.
- (vii) Involve community in School activities.
- (viii) To develop education philosophy.
- (ix) To identify good qualities of student and teachers.
- (x) To check the attendance of teachers and students.
- (xi) To identify basic needs of School and classroom.

Supervision of government schools continued from 18th Century. Many countries who got independence during the last 40 to 60 years are still trying to supervise their schools in the old manner. From last 60 years the mechanism of supervision system is not changed. Monitoring is a key concern. This issue is still faced by many countries. The situation is same in developed and developing countries. The supervision system mainly exists in the shape of examination conducted in schools and classrooms. There is low interest to implement a monitoring system on administrative level. In such a weak supervision system many

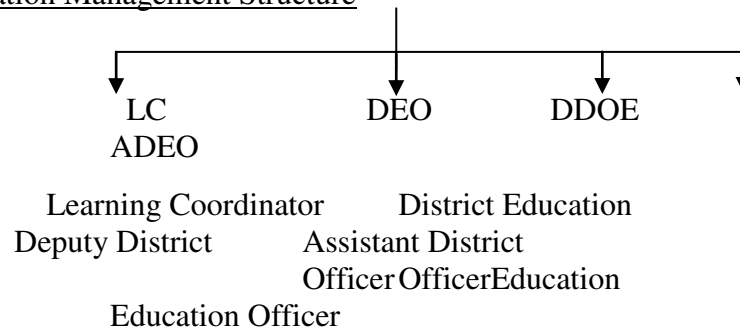
educationalist and teachers are left unsupervised. Many supervision reports are left unfruitful due to without any action taken on their reports. (Grauwe A.D, 2009, pg 15)

We can't neglect the system of monitory in any institution, project or department. It is a proper collection and use of information collected from any project, institution and department. Monitoring mechanism heels the department in effective decision and accountability for human and physical recourses. Monitoring is process which is practiced in most of the educational and other departments. It assesses the information.

Loralai is an under developed district of Balochistan and Loralai town is its head quarter. According to BEMIS data (2011), there are 683 primary, middle and high schools in district Loralai and total number of students are 47,561. Only 22% of children are going to school and 78% children are out of school. The literacy rate of girls is lower than boys. Most of the children cannot continue their education beyond primary level (MICS, 2010). In urban Loralai 69% male primary level, there are 617 primary schools in Loralai, in which 458 are specified for boys and 159 for girls. There are 49 middle and 17 high schools.

The District Education Department is run by district education officer, male and female. Deputy District Officer are working under the supervision of DEO and DDOs, are in close contact with head masters/in charges/ headmistress.

District Education Management Structure



School management plays a vital role in education development, and the system of monitoring is an essential element of practice in education department and school management. Monitoring includes mainly types of activities e.g. Monitoring of schools at Provincial level, monitoring of schools at district level by the education department and monitoring of students at class level. The government authorities are trying to monitor educational goals, facilities available in schools, teachers' performance, staff punctuality and academic environment. Better monitoring and supervision system has a great impact on education development. It impacts on the performance of school management, teachers' performance and school learning environment. Regular Monitoring and Supervision can find out the gaps existing in school management system, can point out the weaknesses of human resource regarding their punctuality and teaching methodologies. Regular visits of monitors can bring a positive change in the development of learning and teaching process. In District Loralai weak monitoring and supervision system reduces the performance of schools and teachers. The government authorities do not have well planned monitoring and supervision models.

The reports prepared by supervisor have no credibility in the eye of teachers and head teachers. The supervisors have many tasks to cover and they have to supervise a large number of schools in the limited time. Secondly, teachers are not satisfied with their supervision mechanism.

Significance of Research:

The conducted research and its finding will clear the existing picture regarding adopted monitoring and supervision practices in Schools of Loralai district. This district is one of the developing districts of Baluchistan. Its literacy rate is less than Quetta and Mastung districts. This would be a first paper in context of education in Loralai. The District Education Officers Loralai and other officials of education department can develop their future plan and strategies for the improvement of monitoring and supervision mechanism. The role of

monitoring and supervision can be channelized in the field. This document suggests the role and responsibilities of monitoring officers and supervisors. The same documents identify the responsibilities of monitoring officers and supervisors. NGOs, DEOs, and educational planners can use this finding for their future planning for education. The use of this study can also have effect on improvement or achievement of students learning outcomes. It can improve the classroom supervision process. This identified data and results found the gaps existing in supervision mechanism.

Problem Statement:

District Loralai faces low literacy rate the quality of education is declining. The students are not able to achieve their benchmarks, standards and SLOs. Majority of teachers are untrained. They are not able to achieve the learning output from students. The supervisions and monitoring process has direct effect on teaching and learning process. The supervisors are not able to improve teaching and learning among students and having limited authority in the approval of School incentive and resources. They are unable to share new teaching methodologies among teachers. High dropout rate, shortage of physical resources, ineffective supervision mechanism and weak management system has destroyed overall education system in district Loralai.

Rationale:

Monitoring is an ongoing phenomenon for which organizations usually employ technologies or use other conventional tools. In this regard, for schools in Loralai, we can identify tools that are used for monitoring and supervisions. The purpose by which we can than compare with set standards. Conventional tools for monitoring and supervision are the use of personnel for checking records and verifying performance. Whereas developed countries are employing technologies such as a camera, bio metric system, face and thumb verification machines to ensure employees presence and monitor their performance. In this context the rational is to identify tools employed for monitoring and then compare its performance with the set standards.

Justification of the Study:

- The study finds the responsibilities regarding monitoring by education department.
- This study assesses the performance of supervisor regarding monitoring of government schools.
- This study suggests the recommendations for the improvement of monitoring mechanism for education department.

Objectives:

- To explore the existing monitoring and supervision mechanism for government school in district Loralai.
- To investigate the departmental responsibilities of DEOs, DDOEs, ADEOs, LCs for monitoring of government schools
- To find out the effects of monitoring and supervision on teaching and learning process.

Null Hypotheses:

Effective monitoring and supervision can enhance teaching and learning process.

Research Questions:

- What is the existing monitoring mechanism for schools in District Loralai
- What is the existing supervision mechanism for schools in District Loralai
- What is the effect of monitoring on learning and teaching process?

Research Tools:

Two types of questionnaire and interview were research tools for this study.

Population and Sample:

The teachers, head teachers and supervisors of government middle and high schools of district Loralai are population and 30 head teachers, teachers and 10 supervisors are sample size.

Limitation and Delimitation:

The researcher is bound to complete this study within six months. So there is a very limited time. There is a limitation of resources for the completion of this thesis. District Loralai is a large district having scattered schools and population so the researcher selected small sample size.

Literature Review:

For the reason of analysis the supervision services can more be defined and understood through covering the major functions such are firstly, to inspect, to control, and to evaluate. Secondly, to give an opinion, to assist and to support the heads of schools as well as teachers. Consequently, focusing mainly on external supervision, the internal supervision system can also be considered as a good device as many countries started to rely on the internal supervision mechanisms through delegating or transferring the control/authorities to the teachers, principals, communities or even to the students, this system

has been established to replace the external supervision in recent years as reforming strategies. Whatsoever Supervision is an important factor but the more general system includes monitoring which helps to set up national curriculum structure. This is the most effective system which helps and support government to ensure that either the quality of standards are either being kept or met inside the system of education. (UNESCO, 2007,p 4,5,6,8)

UNESCO in 2007 said that the researchers who suggested about the improvement in quality of schools come out from in itself like through the role of supervisors. Noted in a document that school monitoring as well as supervision have become a guarantee not only for the betterment of the quality but towards the better consequences to the requirement of students. As per UNESCO report there are several efforts which have been made to accompanying the process of supervision nearer to schools have taken various forms like the devolutions of services, school cluster establishment including resource centers and formation of extraordinary categorization of skilled teachers. The report disputes the distance among the process of external supervision and school or classroom being at a full extent to have a long lasting result for supervisors on the impact of teaching as well as learning. In the report of 2007 by UNESCO it was noted that there were many programs imposed on the improvement of quality but have unfortunately failed it has been realized by the ministries that the improvement in quality cannot imposed as of outside whereas these responsibilities ultimately goes on to the teachers, principals or head teachers who can be able to facilitate directly for the improvement. It was also suggested that to encourage and empower the system of monitoring as well as supervision there is a need for the enhancement and delivery of quality services that the schools must themselves be encouraged to do it. (Awuah, P.B, 2011, P 1, 2, 5, 6, 13, 14, 16)

No doubt, the supervision has been an essential part of education throughout the countries. In theory supervision is having two main functions that directly interrupt on the functioning of school. The first main function of supervision is to support and maintain systematic ideas. The second main function of supervision is to promote revolution as well as development of all schools. Fundamentally the supervision of school is mainly focused on the teaching staff and their execution of duties besides with the efficiency of administrative unit of primary level school. While seeing away from traditional concept the supervision is the philosophy that all children must be taken care. This shifting of focus from teacher to child is important as final analysis actually is the improvement of child that does matter. So the role of a supervisor must be to make sure the development of children. It is important that the supervisor cannot remain from outside of school

who visit occasionally and giving advice to teachers on discipline. They are totally responsible for quality functioning. The expected qualities of school supervisors are such as:

To act as head teacher, to act as classroom teacher, to guide teacher, To act as coordinator among school and community, to be a major organizer for the functioning of school ,to act as administrator as well as academic planner

The quality of education is a serious desire of schools to meet the highly improved standard education system and to achieve the standards. The supervision system must be given high priority. Through the system of supervision the role of supervisors would be to assist in the improvement of classroom thereby this would impact on the efficiency and competent of teachers, satisfaction of parents towards the performance of children as well as motivate children to work hard. The role of supervision is to stimulate, guide, improve, refresh, encourage and oversee definite group with having a hope to seek their cooperation in making a way for supervisors to be successful in the task of supervising. Supervision is basically a process of monitoring performance of the staff of school by notifying excellence and weakness and by using suitable and relevant techniques to improve or restructure the flaws and thereby increasing the standards of schools to achieve the educational aims. However, supervision is coordination among two persons for the improvement of any activity. It is also a process of helping and supporting of teachers in achieving excellence.

The process of inspection any relevant and essential advice can be given whereas the process of supervision is dissimilar from the process of inspection it can be defined as regular and continuous practice of personal management and guidance based on regular school visits and by giving beneficial advice and support to teachers or educators. School supervision can enhance and improve the education and study mechanism. It can help the students to understand by themselves while monitoring their own performance and behaviors. Is helps the teacher in the management of school, provides access to the methodology of educating and studying. It also establishes co-ordination of teachers with education ministry. It makes clear that teaching needs assessment supports to interpret school related program for community. It develops the philosophy of education among the teachers. It also builds confidence among the teachers.

It is the responsibility of supervisor to check the punctuality of teaching staff and how the school is being run. The main reason of visiting or supervision of school is to look into the matters like how, when and what kind of work is being done. The purpose of investigation is to assess the administration system of

organization/school dealing with discipline, investigating fraudulent discrepancies etc. (Onasanya, S.A, 1998, p16)

The ability of the government to ensure good quality educational standards by means of school supervision has been dropped. The proper schooling system may not regulate properly either by centralized programs or ruling based governance or either by custodial matters related to supervision. Keeping this the government is modernizing and introducing new and latest methodologies. The modules thus considered by using the term education monitoring reflect a critical as well as comprehensive procedure of transformation. In this regard the close coordination between various levels of schooling system such as (Classroom, School, area, region) between stakeholders like parents , principals and teachers including set of procedures like conditional programming, empirical monitoring are reviewed thoroughly and are being reconfigured.

During current years there is noted a considerable change in the area of developing of quality standards, new techniques are added the primary function which is assumed is the system of educational monitoring which mainly serves three types of principal functions:

- Authorization/certification: one cannot say it quality control but it can be said that all the procedures related to the official quality recognition having been pre-resolute with having formalized standards either by means of let's say for example central examination or external evaluation by means of school evaluation.
- Accountability: The major objective of educational monitoring is like to fabricate the indicators related to the quality of education and should be relied upon transparent regulations either at individual level or the entire system.

Investigative facts for analytical learning: The monitoring of education provides investigative facts that can use as practical at various levels related to the system. Production therefore can be generated by having an idea that how this production can be able to serve the tendency at its best and having confidence in success. (Maritzen, N, 2007, p 52, 53)

To achieve standard level of achievement the test results are the main procedures to assess the efforts of evaluation, there are many teachers who do not practice to give homework on frequent basis and do not record completion of given assignments also not monitor seatwork as well as checking the progress of students the reason might be the untrained teachers who did not received adequate training either pre-service or in-service. As compare to poor experience teachers the expert teachers are much more able to carry on strategically teaching

methodologies and properly monitor the progress of their students. (Cotton,K, 1988, p 5-6)

The initial classical model came to be the adaptation of supervision acts for the expansion of the system of education and also to de-concentrate the act of administration that escorted it. The role of supervision as it firstly assigned to control and to provide support towards pedagogical as well as administrative areas. The coverage of which have to be worldwide like every school or teacher has the right to submit to supervision. To assume this determined and motivated function the supervisors at all levels have to exercise their control. A suggested module of a classical structure of supervision model is represented as under:

At Central level: A supervisor is responsible to elaborate the policies, planning, control and training related to supervision.

At Regional level: Responsibilities of secondary level supervision of schools, having control over development of education system.

At District level: (District supervisors): They are responsible for supervision of primary level schools and having control over development of education system.

District level Advisors: The district level advisors are responsible to give advice to primary as well as secondary level school teachers.

At School level: (Principal or Head Teacher): Responsible for the supervision related to teachers.

This can called a classical model as this is having the essence of conducting supervision as a little has been changed since the inception or creation of his model. There have some reforms as per the demands of teachers such as formation of the pedagogical advisors, along with the inspectors but these elements did not modified the mentioned services. (Grauwe,D 2009, p 14-15)

According to experts the building of monitoring and evaluation system are to formulate the outcomes and aims, to choose the outcome information for monitoring, to bring about the baseline information related to the existing condition, to set out précised targets, collection of data on regular basis to assess either the set targets are achieved or not, and to analyze reporting and results.

By agreeing the containment of a good system the question arises why these elements are not a part of government or other stakeholders, by studying one evidence shows those who are responsible for designing the monitoring and evaluation system usually miss the complications and delicacy of the state or government. Governments in the world are

adopting different approaches for result based monitoring and evaluation system.

Government involves a broader, inclusive institutionalization of monitoring and evaluation system extended around the government. After adoption of millennium development goals various developing countries seeking to redesign and implement a widespread result based monitoring and evaluation system and the interest of donor institutions is likely to provide support to the countries who are having a broader monitoring and evaluation system. (Kusek,J.Z and Ray C. R ,2004, p 23- 25)

As per the tradition teacher, head teacher and supervisors are assumed to be three distinct functionaries having important hierarchical association. Rather than that supervisor must have to pay the responsibilities of a head teacher as well. This would make them responsible to play vital and important role in internal planning and management of primary level school next to the teachers. As discussed already the accountability towards the efficient functioning of school must the responsibility of both the teacher and the supervisor, as the supervisor has also to consider the administrative and academic features of school management, such as maintaining school attendance and other record of learners requires collaborative as well as cooperative strategic functioning. (Govinda. R and Shahjahan T, 1999, p 27, 29)

Methodology:

Both primary and secondary data was collected. The data covered both quantitative and qualitative sides. The data obtained from questionnaire. The questionnaire consisted of 30 questions. Two type of questionnaire was formed. One for DEOs, DDOs and supervisors and other was concerned for head teachers and teachers. Interview and group discussion was also carried out. The sample size was consisted of DEOs, DDOs, supervisor's 50 head teachers and teachers. All data was collected from District Loralai. All the collected data was analyzed and presented into graphic and tabular form. Interview schedule and questionnaire were instruments for this study.

Analysis and Results Section-I

Statement	Analysis
<p>Statement-1 You satisfy with supervision system for schools.</p>	<p>Shows satisfaction of head teachers with supervision system for schools. Shows that most of the female participants agreed with this question that yes they were satisfied with the supervision system for schools.</p>
<p>Statement-2 It is the responsibility of supervisor to suggest teaching methodologies for teachers</p>	<p>Shows responsibility of supervisor to suggest teaching methodologies for teachers. Mean analysis of displays that female contributor's responses were in favor of this question that, it is the responsibility of supervisor to suggest teaching methodologies for teachers.</p>
<p>Statement-3 The supervisors should check the learning progress of students</p>	<p>Shows supervisors should check the learning progress of students. According to most of the female participants agreed with this question that supervisors should check the learning progress of the students.</p>
<p>Statement-4 Coordination between teachers and supervisor exist</p>	<p>Shows coordination between teachers and supervisor exist. The mean analysis of that again most of the female participants were agreeing with this point that Coordination between teachers and supervisor exist</p>
<p>Statement-5 The monitoring officers have no ability to monitor your school</p>	<p>Shows that most of the male participants agreed that the monitoring officers have no ability to monitor their school. shows supervisor do not share monitoring report with head teacher</p>
<p>Statement-6 LCs have no ability to write appropriate reports</p>	<p>shows that most of the male participants agreed that LCS have no ability to write appropriate reports</p>
<p>Statement-7 The visit of supervisor has effect on teaching and learning process</p>	<p>Mean analysis of examines that female contributors were favoring this question that LCS have no ability to write appropriate reports</p>

Statement-8 Monitoring officer have good communication skills	explores that most of the female participants answer was in favor of this question that monitoring officer have good communication skills
Statement-9 Monitoring officer monitor the performance of head teacher	shows that most of the female participants agreed that monitoring officer monitor the performance of the head teachers
Statement-10 The behavior of supervisors are not accepted to head teachers	The mean analysis shows that male contributors were in favor of this point that yes the behavior of supervisors are not accepted by the Head teachers

Discussion /Analysis Section-ii

District Loralai is a backward district of Baluchistan, its population is in millions and is a large district by land. The literacy rate among girls is lower than boys. It has a dispersed population and large population is settled in Loralai city. The education ratio in city is higher than the suburban areas. In Loralai, the same management system is existing like in other districts. There is no special monitoring unit for monitoring of schools in Loralai. The overall monitoring and supervision activities are carried out by educational officers. The education officers have a dual role of management and monitoring. The learning coordinators are supposed to monitor and supervise the primary schools and to help the other teachers in their teaching methods.

According to the responses of the interviews, most of the participants are saying that their monitoring system is very simple. We see that whether the school is open or not, teachers are regular or not. Are teachers completing their courses or syllabuses? The findings are also whether the teachers' attendance is complete or not, the participants were saying that in a month they also visit two districts and investigate each district schools which are almost 25 to 30 in number, in which both the boys and girls school are included. The participants also say that they make sure that the condition of the building is good or not and they make reports on those and submit them to the officers.

According to the participants they agreed that yes monitoring system effects the learning and teaching process and enhance the capacity of teachers through the guidance of monitor. Almost all the monitors are well qualified and have monitoring tools in the educational monitoring system. Because of monitoring system teachers are regular in schools and if the teachers are not regular the district officers cut their salaries. At first when there was no monitoring system teachers show their presence and leave for their houses. Most of the participants say that they are happy with the presence of monitoring officers.

Conclusion:

It was concluded that the present government was trying to manage the monitoring system of schools but the government itself was not able to implement some professional steps in this regard, because the appointed of educational and monitoring officers was on political basis. As usual the capable and trained staff of education department was ignored. The high qualified staff was involve in teaching process and low qualified people were engaged in management and monitoring activities. Still the government had a weak monitoring system and capability of monitoring officers are only to check the punctuality of head teachers and teachers and only to pressurized the teachers in nonprofessional way. The education department had no ability to monitor the schools physical and human resources. All the monitoring officers were seen untrained. They qualification were not according to their job, Few indicators like high dropout rate among students, lack of physical resources, untrained staff, shortage of drinking water in schools, unhygienic environment, lack of plantation in schools, low standard of teaching methodologies indicated the weak monitoring system of schools.

The practice of classroom supervision was seen in few schools. The participant's responses were that most of the teachers were not energetic and efficient in this field. 50% of the teachers give their oral reports to their head teachers and while 50% of the teachers they submit their supervision reports to their head teachers. While some participant's responses were that at the end of month few teachers submit their reports to the head teachers.

Most of the head teachers they take actions on the betterment of classroom activities within the surrounding of the school. In a need of any training if a teacher gives an application to the head. The head must accept the leave application and fulfill the class room management by him or her. Sometimes if the reports are not completed head teachers take great actions on them.

According to the participants if the reports of the teachers were good the education department must give teachers some rewards like certificates. The education department also gives some punishments to those teachers whose reports are not good. Habitual absentees and insufficient teachers must be punished lightly and sympathetically. Equally treatment should be done by educational department.

Recommendations:

- There is no role of monitoring system in our community. Community must play their core role in monitoring in education but it is still nil in our educational system. More and more attentions should be paid for the betterment of this monitoring system.
- Most of the participant's responses were that there is no existence of PTSMCs in education department. There should be a great role of PTSMCs in monitoring and capacity building of the teachers.
- Regarding to the class room supervision all the teachers must be well qualified and trained. More and more training should be given to the teachers to find out their teaching skills. There is lack of trainings in teacher's education. The educational officers, monitor the monitoring system in classrooms and they must inform the class in charge to concentrate on the classroom roles and regulation
- The government must engage the capable staff of education department in monitoring and supervision mechanism.
- The political interference should be abolished from schools
- More training program should be introduced for monitoring officers and learning coordinators
- The non-government organizations should play their role regarding monitoring activities.

References:

Adewale, O.S (2014), School Inspection or, and Supervision Effects in public secondary Schools in Ogun State, Nigeria: Where are we and where do we go? Published: International Journal of Humanities and social science invention; Volume No 3, June 2014 (p74,75, 79, 80)

Awuah, P.B (2011), Supervision of Instruction in public primary schools in Ghana: Teacher's and head Teacher's Perspectives, A dissertation submitted to the graduate studies of Murdoch University in partial Fulfillment of the requirements for the degree of Doctor Education: Published by Murdoch University in the year August 2011 (P 1, 2, 5, 6, 13, 14, 16)

Chua, C.L and Herme J. M (2015), Managing School Internal Mechanism for performance improvement in secondary education. Published by SAGE open, (p 1-3)

Cotton, K (1988), Monitoring student learning in the classroom, published by Office of Educational research and improvement U.S Department of Education in May 1988. Research paper close no 4 (p 5-6)

Govinda, R and Shahjahan, T (1999), Quality Education through school based supervision & support. Published by: International Institute for Educational planning /UNESCO,(p 27, 29)

Grauwe, A.D (2009), School Monitoring System and their impact on disparities, published by International Institute for Education Planning in coordination with UNICEF, year 2009 (p 14-15)

Grauwe, A.D (2002), School Self Evaluation and external inspection a complex couple, A Research paper by Asian Network of training and research institution in educational planning at Malaysia, Published by UNESCO. (P 70-72)

James P. Spillane, Leigh M. P, Jennifer Z. S (2011), Organizational Routine as coupling mechanisms: Policy, School Administration, and the technical Core. American Educational research journal Volume No 48, No -3, (P 588,590)

Kusek, J. Z and Ray, C.R (2004), Ten steps to a Results-based Monitoring and Evaluation System, published by the World Bank, internet: www.worldbank.org (p 23- 25)

Louis,K.S, Kenneth L, Kyla L. W, Stephen E. A (2010), investigating the links to improved students learning, Published Jointly: Center of Applied Research and Educational Improvement (University of

Minnesota), Ontario Institute for Studies in Education (University of Toronto), Commissioned by: The Wallace Foundation, (p 54,126,127)

Maritzen, N (2007), Educational Monitoring in Germany - A System Innovation to Safeguard Quality Standards. Published in the conference of the OECD/CERI Regional Seminar of the German Speaking countries in 2007. (p 52, 53)

Nzoka, J.T and John, A.O (2014), School Management and student's Academic performance, International Journal of Humanities and social science Volume No 4 No -9, (P 86,87)

Onasanya, S.A (1998), The Concept and Practices of supervision/inspection in Kwara State Public Primary Schools: (University of ILORIN, NIGERIA) Published by Faculty of Education, University of ILORIN, NIGERIA) in 1998. (p 1-6)

Reusser, A and UeliHalbheer (2007) Consequence of student assessment studies and educational monitoring - the outlook of educational standards and their implementation. Published in the conference of the OECD/CERI Regional Seminar of the German Speaking countries in 2007. (p 63,64)

Scheerens, J (2007), Review of School and instructional effectiveness research; IN 2004 Education for all global monitoring Report 2005 Published by UNESCO in 2007 (24,25)

Tesema, A (2014), the practices and challenges of school based supervision in government secondary schools of Kamashi Zone of Benishangul. Published by: Institute of Education and Professional Development Studies, Department of Educational Planning and Management. (p 4-6,13,15)

Thida,K and Luz, C (2012), Joy Exploring the implementation of school based management in selected public schools in Cambodia. Official conference proceedings at The Asian conference on education, Published by: UNESO Cambodia & De La Salle University, Philippines. (p 1028- 1030)

UNESCO (2007),Reforming School Supervision for Quality Improvement a module, Supervision a key component of a quality monitoring system, published and author: International Institute for Educational Planning (UNESCO) , Website: www.unesco.org/iiep. (p 4, 5, 6, 8)

Emotional Intelligence Effects on Student's Academic Achievements of Secondary School Students' of Quetta District:

By

¹ Muhammad Qasim, ² Abdul Qadoos

Abstract:

This study aims to investigate the relationship of Emotional Intelligence and Students Academic Achievements of Secondary School Students of Quetta. Basically the discussion in this study is based on Mayer and Salovey's (1989) Emotional Intelligence Model and Goleman's (1995) theory of Emotional Intelligence. For this purpose a sample of 476 (252 Boys and 224 Girls) students of grade X from 10 (5 Boys and 5 Girls) Secondary Schools of Zarghoon Town, Quetta, has been selected adopting stratified random sampling technique. Self-constructed Emotional Intelligence questionnaire consisting five portions based on five elements of emotional intelligence (namely; Self-awareness, Self-motivation, Mood-management, Managing-relations and Empathy) was administered among the students to assess their emotional intelligence while their academic achievements were assessed through marks scored in Provincial Board Examination of grade IX. The Data collected was analyzed through statistical techniques namely; Mean, Standard Deviation, Spearman's Correlation and t-test by using SPSS. There is positive relationship between Academic Achievement ($M=1.4$, $SD=0.49$) and Student Emotional Intelligence ($M=4.2$, $SD= .34$), $r = .40$, $p \leq .05$, $N =476$. There is positive relationship between Academic Achievement ($M=1.4$, $SD=0.49$) and Student Emotional Intelligence ($M=4.2$, $SD= .34$), $r = .40$, $p \leq .05$, $N =476$.

Keywords: Emotional Intelligence, Students Academic Achievements, Secondary Schools Students.

Introduction:

Education has got prior importance all over the world. Billions of dollars are spent to educate the people all over the world. The primary purpose of education is to develop human and physical resources. Education brings positive changes in societies. The progress of

¹ Research scholar at U.O.B Quetta Pakistan

² Lecturer at IER, U.O.B. Quetta Pakistan

countries depends upon the standards of their education. The higher standard of education leads the advancement of a country in social sector. The standards of education depend upon the Grade point average of the Student Academic Achievements. (M.O.Ogundokun, 2010)

Emotions, emotional values, emotional development, social development, spiritual values and creativity are neglected areas in our educational system. Emotional intelligence refers to the capability to know the worth and meaning of one's and others feelings and sensations and to have the best use of it individually and in group to cope people in the best way by knowing their emotions. For improving academic achievements, students should be emotionally intelligent as to face the challenges of student academic life.

Statement of the Problem:

As Academic Achievements/performance grade point average of secondary school students in Pakistan are unsatisfactory and unexpected. Weak Student academic achievements are barriers towards the success of students that delimits their performance in their activities and discourage them to face the challenges of life.

Government is equipping and facilitating teachers with Modern teaching techniques, teaching styles, computer and IT techniques including net facility but satisfactory results are scarce .While curriculum is not designed on emotional basis. Teachers are equipped with modern instructional techniques, teaching style and teaching methods, but lack emotional sense of one self and of students. Therefore it is needed to enhance emotional sense and intelligence in students as to make them emotionally strong and powerful therefore study “Emotional Intelligence Effects on Student Academic Achievements of Secondary School Students in Quetta District” is proposed.

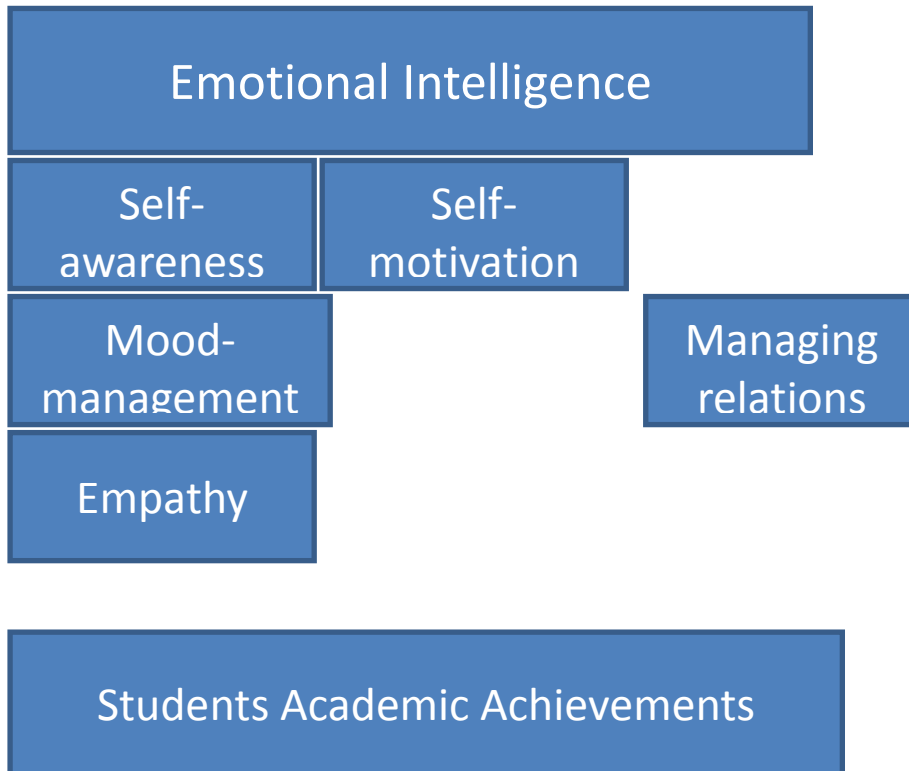
Justification:

The findings of the study will create awareness about the role of emotional intelligence not only in student's academic performance but also in their social life. These will also cover all the aspects and recommendations to be implied by the curriculum designers as to make soft curriculum based on emotional intelligence. It certainly will help in changing educational policy to adopt new approach that will enable students to get their destinations. Hence it will convince the stakeholders and policy makers to have soft implementations on the account of Emotional Intelligence.

The finding will also provide assistance to teachers to have sufficient knowledge about emotions i.e. understanding one's own emotions and of others as well more specifically about the sensations and emotions of their students ie their feelings, self-respect and ego.

The findings will help the researcher do researches and study in the same faculty, and will recommend counseling services to students and teachers that they could have experience of emotional intelligence.

Conceptual framework of the Study:



Research Objectives:

The main objectives of this research are to find out;

- The impact of Emotional Intelligence on Academic performance of Secondary school students in district Quetta.
- The difference between the Boy and girl student's Emotional Intelligence.

Hypothesis:

The following hypothesis has been assumed;

- Emotional Intelligence has positive effect on Secondary School Students Academic Achievements.
- Girls have more Emotional Intelligence than Boys.

Scope of the Study:

Today education has got widened placed and space. Students are more interested to improve their GPA through only IQ, while satisfactory results are rare to see and observe, it is because of lack of emotional intelligence. On the other hand, emotional intelligence plays key and vital role to improve academic achievements of students of any grade. Researchers conducted by researchers all over the world have proven that emotional intelligence affects the academic performance positively (Lawrence, 2013).

Hopefully the findings got after this study would provide assistance and help to stakeholders, policy makers and curriculum designers to design curriculum keeping in mind the key role of emotional intelligence as an indispensable part of curriculum.

Literature Review:**Emotional Intelligence:**

Emotional Intelligence (EI) is the capability to understand and control emotions in one's own self and in others. It is key factor for success in one's life covering all perspective of life. It helps individuals to understand and promote interpersonal and intrapersonal skills to perform well in an organization. (Goleman, 1995)

Emotional inelegance may be defined as the capability of understanding the meaning and worth of emotions and to make them basis to solve the problems. According to Mayer and Salovey (1995) it is the capability to feel, understand and have command and control on emotions. It has got five characteristics namely: Self-awareness, Mood management, Self-motivation, Empathy and Managing relationships.

Students' Academic Achievements:

Academic achievements are the performances in all activities and aspects at college/school/university after a specific period of teaching course. Mostly academic achievements are measured through examinations, tests etc. which may not depict the real performance of

the students because certain specific criteria is not applied. (Kulachina, 2014)

Relation of Emotional Intelligence and Students Academic Achievements:

Gomez-Baya, (2016) conducted a longitudinal research study of one year depicting relationship between Emotional Intelligence and Depression in adolescence. 714 Spanish adolescents were selected as the sample of study. Findings of the research revealed that the adolescents having greater emotional intelligence faced lower presence of depressive symptoms and that there was difference in depressive symptoms and emotional intelligence gender-wise.

Adegunmi O. A (2015) conducted a research on secondary school students of Abeokuta Metropolis. The research was based on the relation between Emotional Intelligence, self-efficacy, parental involvement and Students Academic Achievements. 150 students were randomly selected as Sample of the study, from 14 secondary schools in Abeokuta Metropolis. Through self-administered questionnaire data was collected. Descriptive statistics, correlation and multiple regressions were the techniques applied to data using SPSS. The findings revealed that there was positive correlation between Emotional Intelligence and Students Academic Achievements, and Emotional Intelligence had important effect on Students Academic Performance.

Adegunmi O. A (2015) conducted a research on secondary school students of Abeokuta Metropolis. The research was based on the relation between Emotional Intelligence, self-efficacy, parental involvement and Students Academic Achievements. 150 students were randomly selected as Sample of the study, from 14 secondary schools in Abeokuta Metropolis. Through self-administered questionnaire data was collected. Descriptive statistics, correlation and multiple regressions were the techniques applied to data using SPSS. The findings revealed that there was positive correlation between Emotional Intelligence and Students Academic Achievements, and Emotional Intelligence had important effect on Students Academic Performance.

Adigwe J C, (2015) conducted a research in Nsukka, Nigeria to know whether emotional Intelligence really does have an important factor in students' performance. For this purpose Sample of 310 i.e. (141 male and 169 female) secondary school students were selected from 3 urban and 3 rural secondary schools of Nsukka, Nigeria through stratified random sampling technique. Self-made chemistry questionnaire and

Bar-on EQ-i yv were used as instruments to collect the data of performance of chemistry and Emotional Intelligence respectively. The findings showed positive correlation between emotional intelligence and Students Academic Performance.

Al Asmari, (2014) attributed the correlation of Emotional Intelligence (EI) and Students Academic Achievements (SAA) while the research was conducted in Taif University, Saudi Arabia. The sample consisted of 200 ie, (100 male and 100 female) Under-Graduate students, selected through random sampling technique. The Emotional Quotient Inventory (EQ-I 125) was used as instrument of the research. The findings of the research revealed that there was positive relation between Emotional Intelligence (EI) and Students Academic Achievements (SAA), moreover female students had more Emotional Intelligence than male students.

Ameneh Gharetepeh, Yahya Safari, TaharehPashaei, Mnsour Razaeei and Mohammad Bagher Kajbaf, (2015) conducted a study in Iran to examine the role of Emotional Intelligence in identifying Self-efficacy among the students of Public Health School with different levels of Academic Achievement. 129 students (31 males and 98 females) were selected through senses method with the Age range of 19-35 as sample of the study. The Cyber-Shrink Emotional Intelligence Questionnaire, and General Self-Efficacy Scale standardized in persian by Nezami were the statistical tools for measuring Emotional Intelligence and Self-efficacy respectively. Data was analyzed through ANOVA, Multiple regression and t-test by using SPSS. The findings showed that the higher Emotional Intelligence ones students had higher Self-efficacy and Academic Achievements.

Research Methodology:

The study is Exploratory in nature and the Research design is cross sectional survey design. Secondary Schools School Students of Quetta District have been assumed as Population of the study. Two stage sampling technique was adopted to select the sample size. At first, stratified random sampling technique was adopted and a no of 10 schools in Zarghoon Town stratum was selected. At second stage, convenient sampling technique was adopted to collect the responses of the respondents. The Sample of the study consists of 476 out of 6372 ie (252 boys and 224 girls) students of grade X from 10 (5 Boys and 5 Girls) out of 81 Government Secondary Schools of Zarghoon Town, District, Quetta.

Instrument:

Instrument for the study was designed by the researcher. It has six parts. The first part of the instrument deals with the demographics of

the respondents. The demographics of the respondents include their gender, age, 9th Board result and their grade in the previous exams (9th Board). The second part of the questionnaire contains 8 close ended questions which are related to the opinion and feelings of Self-awareness. The third part of the questionnaire contains 5 close ended questions which relate to their feelings of self-motivation. The fourth part of the questionnaire contains 5 close ended questions which relate to their feelings of Mood Management. The fifth part of the questionnaire contains 7 close ended questions, which relate to their feelings, regarding Managing Relations. While the sixth part of the questionnaire contains 5 close ended questions which relate to their feelings about Empathy. The scale of the questionnaire is a five point Likert scale, that consists of strongly disagree, disagree, neutral, agree and strongly agree with the points 1,2,3,4 and 5 respectively.

Results:

Following are the major findings of the study.

Table No I

Frequency and percentage of the demographics of the study

Percent	Gender	Frequency	
	Male	252	52.9
	Female	224	47.1
	Total	476	100

Table 4.1 highlights that there are 252 (52.9%) boy students and 224 (47.1%) girl students. It means that the majority (52.9%) of the respondents is Boy students.

Table No 2

Mean and Standard Deviation of Self-awareness of the students.

	N	Mean	Std. Deviation
Self-awareness	476	4.2642	.48109

The Table highlights the Mean and Standard Deviation of the students for their responses given for Self-awareness (M=4.2, SD=.48). The result reflects that majority of the respondents are highly self-aware.

Table No 3

Mean and Standard Deviation of Self-motivation of the students.

	N	Mean	Std. Deviation
Self-motivation	476	4.4092	.41701

The Table highlights the Mean and Standard Deviation of the students for their responses given for Self-motivation (M=4.4, SD=.41). The result reflects that majority of the respondents are highly Self-motivated.

Table No 4

Mean and Standard Deviation of Mood Management of the students.

	N	Mean	Std. Deviation
Mood management	476	4.2261	.48332

The Table highlights the Mean and Standard Deviation of the students for their responses given for Mood management (M=4.2, SD=.48). The result reflects that majority of the respondents are able to control their mood effectively.

Table No 5

Mean and Standard Deviation of Managing Relations of the students.

	N	Mean	Std. Deviation
Managing relations	476	4.3286	.43222

The Table highlights the Mean and Standard Deviation of the students for their responses given for Managing relations (M=4.3, SD=.43). The result reflects that majority of the respondents are able to manage relations with others effectively.

Table No 6

Mean and Standard Deviation of Empathy of the students.

	N	Mean	Std. Deviation
Empathy	476	4.1252	.57860

The Table highlights the Mean and Standard Deviation of the students for their responses given for Empathy (M=4.1, SD=.57). The result reflects that majority of the respondents have a good sense of Empathy.

Table No 7

Mean and Standard Deviation of EI of the students.

	N	Mean	Std. Deviation
EI	476	4.2707	.34751

The Table highlights the Mean and Standard Deviation of the students for their responses given for over-all EI (M=4.2, SD=.34). The result reflects that majority of the respondents are Emotionally Intelligent.

Table No 8

Mean and Standard Deviation of EI and Academic Achievement and their Correlation.

Variables	N	Mean	Standard Deviation	Sig.(2-tailed)	r
Academic Achievement	476	1.4	0.49	.001**	.40*
Emotional Intelligence	476	4.27	0.34		

The Table highlights the Mean and Standard Deviation of the students for their responses given for over-all EI on gender basis ie for Boys (M=4.1, SD=.37) and for Girls (M=4.3, SD=.25). The result reflects that Girl students are emotionally more intelligent than Boy students.

Table No 9

Mean and Standard Deviation of EI of boys and girls students

Gender	N	Mean	Std. Deviation
m	252	4.1576	.37953
f	224	4.3978	.25379

Table highlights the correlation among Academic Achievement of the students and Student's Emotional Intelligence. There is positive relationship between Academic Achievement (M=1.4, SD=0.49) and Student Emotional Intelligence (M=4.2, SD= .34), $r = .40$, $p \leq .05$, $N = 476$. It is clear from the above table that there is correlation among Students Emotional Intelligence and Academic Achievement.

Major Findings and Discussion:

Some of the major findings are as follow;

The findings of the study revealed that Secondary school students of Quetta district have greater level of EI i.e. they have the capability of understanding their own Emotions and of others too. They have the skills of all the elements of EI e.g. they are self-aware, self-motivated,

good managers of mood and relations and empathetic. The first research objective which was related to EI and Academic Achievement, the result of the study is consistent with the findings of (Ogundokun, 2009; Salami, 2004; Salami, 2010; Wong, Wong & Chau, 2001; Mayer & Salovey (1997). It means that the first research objective is in line with the previous researches

It was observed after deducting the findings of the research that EI has positive effect on Quetta's Secondary School Students Academic Achievements, rather it might be stated that that Quetta's Secondary students have higher level of EI.

This higher level of EI has positive effect on their Academic Achievements which is in the form of their 9th Board result. The findings revealed the relationship of EI and Academic Achievements of the students clearly, which proves that students with high level of EI have greater possibility to be academically successful and their scores in the 9th Board is a valid proof.

The findings also revealed that girl Secondary Students have more EI than boy Secondary Students of Quetta district, which is why most of the top 10 position holders of the Board are girls. The second research objective's findings were also consistent with the previous researches (Mishra, 2012).

Recommendations:

It is also recommended to provide the teachers with workshops and training sessions relating to EI so that they could understand the emotions of their students give value and worth to their positive emotions and teach their students in the perimeter of their self-respect and ego.

It is also recommended to provide students with assistance by the teacher so that they could know about their own feelings and emotions and those of others and the skills of controlling their emotions and work in critical and pressure atmosphere well.

References:

- Mishra, P. (2012). A Study of the Effect of Emotional Intelligence on Academic Achievement of Jaipur Senior Secondary Students. *International Journal of Educational Research and Technology*, 3(4), 25-28.
- Yoke Theing Chen, Chooi Seong Lai. Personality Traits, Emotional Intelligence and Academic Achievements of University Students. *American Journal of Applied Psychology*. Special Issue: Psychology of University Students. Vol. 4, No. 3-1, 2015, pp. 39-44. doi: 10.11648/j.ajap.s.2015040301.17
- Yelkikalan, N., Hacioglu, G., Kiray, A., Ezilmez, B., Soylemezoglu, E., Cetin, H., ... & Ozturk, S. (2012). Emotional intelligence characteristics of students studying at various faculties and colleges of universities.
- Wilkens, C. L., & Wilmore, E. (2015). Does Implementing an Emotional Intelligence Program Guarantee Student Achievement?. *Education Leadership Review of Doctoral Research*, 2(1), 34-46.
- Umaru, Y., & Umma, A. (2015). Effect of Instruction in Emotional Intelligence Skills on Locus of Control and Academic Self-Efficacy among Junior Secondary School Students in Niger State, Nigeria. *Journal of Education and Practice*, 6(18), 164-169.
- Rust, D. A. (2014). *Relationship between the emotional intelligence of teachers and student academic achievement*. University of Kentucky.
- Roy, B., Sinha, R., & Suman, S. (2013). Emotional intelligence and academic achievement motivation among adolescents: a relationship study. *Researchers World*, 4(2), 126.
- Roy, B., Sinha, R., & Suman, S. (2013). Emotional intelligence and academic achievement motivation among adolescents: a relationship study. *Researchers World*, 4(2), 126.
- Olatoye, R. A., Akintunde, S. O., & Yakasi, M. I. (2010). Inteligencia emocional, creatividad y logro académico en los estudiantes de empresariales. *Electronic Journal of Research in Educational Psychology*, 8(2), 763-786.
- Ng, L. N., Tay, C. L., Law, C. Y., & Goh, W. W. (2013). Examining the Influence of Emotional Intelligence on Students' Study Approaches and Academic Performance. *International Proceedings of Economics Development & Research*, 44, 146.
- Mishra, P. (2012). A Study of the Effect of Emotional Intelligence on

Academic Achievement of Jaipur Senior Secondary Students. *International Journal of Educational Research and Technology*, 3(4), 25-28.

Malik, S. Z., & Shahid, S. (2016). Effect of Emotional Intelligence on Academic Performance among Business Students in Pakistan. *Bulletin of Education and Research*, 38(1).

Lawrence, A. S., & Deepa, T. (2013). Emotional Intelligence and Academic Achievement of High School Students in Kanyakumari District. *Online Submission*, 3(2), 101-107.

Labby, S., Lunenburg, F. C., & Slate, J. R. (2012). Emotional Intelligence and Academic Success: A Conceptual Analysis for Educational Leaders. *International Journal of educational leadership preparation*, 7(1), n1.

Kvapil, L. (2007). *The impact of emotional intelligence on the academic performance of at-risk high school students* (Doctoral dissertation, University of the Incarnate Word).

Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Press. Goleman, D. (2007). *Social intelligence*. Random house.

Goleman, D. P. (1995). Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement.

Goleman, D. (2006). *Emotional intelligence*. Bantam.

Goleman, D. (1996). Emotional Intelligence. Why It Can Matter More than IQ. *Learning*, 24(6), 49-50.

GHARETEPEH, A., SAFARI, Y., PASHAEI, T., RAZAEI, M., & KAJBAF, M. B. (2015). Emotional intelligence as a predictor of self-efficacy among students with different levels of academic achievement at Kermanshah University of Medical Sciences. *Journal of advances in medical education & professionalism*, 3(2), 50.

Abdullah, M. C., Elias, H., Mahyuddin, R., & Uli, J. (2004). Emotional intelligence and academic achievement among Malaysian secondary students. *Pakistan Journal of Psychological Research*, 19(3-4).

Adigwe, J. C. (2015). Emotional Intelligence and Problem-Solving Achievement of Chemistry Students. *ATBU Journal of Science, Technology and Education*, 3(1), 80-95.

Banat, B. Y. I., & Rimawi, O. T. (2014). The impact of emotional intelligence on academic achievement: a case study of Al-Quds University students.

Berger, C., Alcalay, L., Torretti, A., & Milicic, N. (2011). Socio-

emotional well-being and academic achievement: Evidence from a multilevel approach. *Psicologia: reflexao e critica*, 24(2), 344-351.

Boyatzis, R. E., Goleman, D., & Rhee, K. (2000). Clustering competence in emotional intelligence: Insights from the Emotional Competence Inventory (ECI). *Handbook of emotional intelligence*, 99(6), 343-362.

Cherniss, C., Extein, M., Goleman, D., & Weissberg, R. P. (2006). Emotional intelligence: what does the research really indicate?. *Educational Psychologist*, 41(4), 239-245.

Chew, B. H., Zain, A. M., & Hassan, F. (2013). Emotional intelligence and academic performance in first and final year medical students: a cross-sectional study. *BMC medical education*, 13(1), 44.

The Role of SMCs in Supporting the Schools Regarding Minor Repairs and Maintenance at Primary Level in Baluchistan:

By

¹Muhammad Rahim Nasar, ²Fazal Rehman

Abstract:

This research paper is about the role of SMCs in supporting the schools regarding minor repairing and maintenance of the school building. School Management Committee (SMC) or in other words community participation in schooling is quite necessary in the sense that without community involvement the school cannot achieve the desired targets lonely. Through community participation both the school and community undertake joint decisions and efforts regarding educational booming.

This study was based upon the qualitative research method. The data was gathered from three union councils of the locale namely UC Nasar abad, UC Killi Sheikhan and UC Babo muhalla of district Zhob Baluchistan. The data was collected from the 30 key informants through face to face interview guide as the respondents were the main stake holders. Regarding sampling technique purposive sampling technique was used to collect the data.

The findings of the study show that large numbers of the SMCs in the universe were active regarding repairing and maintenance of the school buildings. The respondents shared that the committee members work actively in providing missing facilities to the schools. The members go behind different supporting organizations and other philanthropists of the community so that to fulfill the required needs of the school regarding minor repairs. The respondents viewed that the SMCs have done much work according to their capabilities. They have managed clean drinking water, repair the school walls, classrooms, toilets, white wash, electricity, fans, floor etc, however, the respondents regretted that the SMC members have not been given training and this is the reason that many of them don't know of their basic role and responsibilities.

¹ Lecturer Sociology Department U.O.B Quetta Pakistan

² M.Phil. scholar Balochistan Study Centre U.O.B Quetta Pakistan

Keywords: SMC, School management, community participation, minor repair, maintenance.

Introduction:

The involvement of community in schooling has been felt severely in each period, so on this behalf a strong bond between the school and community was considered necessary for the booming of standard and quality education at the dawn of the democracy in South Asia, where all of the stakeholders like political parties, business men and church were taken into confidence, because of their unique role to assemble the people to “work together”. The school and community had to work together in order to prepare the students to address their educational challenges in 21st century.

Community involvement in school management is very old than the summit called in 1990 at Thailand named Education of All (EFA), the people earlier used to work for repairing and maintenance of the school. They co-operated the school administration regarding the improving the quality as well quantity of education and rested committed to donate the schools in the form of cash, labor etc at that time. (Yamada, 2014)

The world bank in its 2013th report defined community participation in such a way that it is not only the source to receive the share of project benefits, but rather work actively in the process whereby the beneficiaries divert the direction of development towards school betterment. The report further explains that SMC can play a vital role in motivating the community people in order to work in promoting education as well as developmental activities at primary school level, which will automatically reflect higher standard in the schools. (Ramachandran, 2013)

For the promotion of community and school relation it is in the interest of state to involve the community in school management, where there should be mutual sharing of resources, joint decisions making, which will increase the link between the community and school. The channel of communication should be kept open for facilitating such relationship and cooperation. An old dictum that “No communication no community”. So, this relation or communication could create harmony, cohesion, integration, unity, oneness and belongings between the school and community. The school should act as an effective forum for maintaining such interaction. (Condy, July 1998)

While keeping in view the absence of parental involvement in schools the standard of education is not praiseworthy in Pakistan. So, on this behalf many organizations have suggested that unless the community is not involved in schooling. The standard of

education could not achieve the set targets. The federal directorate of education in Pakistan in (2001) narrated that “Social development objectives and outputs can neither be pursued nor ensured either by the governments or the community alone. Social service delivery, particularly those related to education and learning thus needs to form sound and functional idea and effective partnership between the government and community”.

The Structure of SMC:

According to Ajay, “SMC is a democratic organization which attempts to bring parents and teachers together in the interest of the child”

The Federal Directorate of Education in Pakistan describes the structure of SMC in such a way that “SMC is an executive committee of the teachers of the school and community, which is elected for the period of two years. The members of the committee are those volunteer parents and guardians whose children are enrolled in the school. The members of the committee are elected through majority of votes. The committee creates awareness among the community people about the importance of education and persuades them towards the schools, so that they may send their children to school. The committee goes through the annual academic record and reports and minor repair of the school. It also provides counseling to the guardians and parents, teachers and students that how to generate the resources and chalk out the policies which can be implemented for the improvement of institution” (Javid Iqbal, 2011)

The Objectives and Responsibilities of SMC:

The major objectives and responsibilities of SMC as prescribed by constitution are as below.

- 1) To work for the well-being of every student, institution and society.
- 2) To improve the standard of institution and work for the benefit of students while mobilizing the resources of community.
- 3) To secure the school building from the external threats.
- 4) To work for the availability of all necessary things like clean drinking water, toilets, boundary wall, white wash, electricity etc in the school.
- 5) To create awareness among the community people that not only teachers are responsible but they have also a significant role in provision of quality education.
- 6) To create awareness among the people of community to devote optimum level of time for educational facilities offered by the government to catch the experts from the community members.
- 7) To instigate and motivate the parents to send the children to schools especially in rural areas.

- 8) To thought out the ways and means that how to decrease the dropout, retain the teachers' absenteeism in the schools and enroll maximum number of children into school.
- 9) To develop fraternity and harmonious relationship between the school and home or parents and avoid bureaucratic rigidity of the both side. (Javid Iqbal, 2011)

Review of Literature:

Involving community in schooling or forming SMC in schools is actually decentralization in the education, as this involvement was practiced in many developing countries of the world as part of public sector reforms. Through decentralization in education the power is devolved to the grass root level, where the decision making regarding school management is entrusted to the school as well as community both. So, for this purpose the community people and school teachers are given various training in order to strengthen their capacity building. Through community participation the budget is directly granted to the school rather than department to meet the school expenditures, which automatically devolve the power from higher level to the school and community. So, through this process the power and authority of decisions and policy making are transferred to the school, where not the school head teacher or other teacher solely make policy but the parent are equally given rights to share their ideas regarding future planning for the school, so this was the reason when SMCs became a popular administrative tool and an effective source of managing school finance and participation of the community in schooling, which caused the improvement of standard as well as the quality education, so, in this way the said committees contributed to achieve the targets of globally agreed summit Education for All (EFA). By having a sense of ownership, it is considered that the community people will contribute and donate in improving not only the effectiveness and efficiency of school administration but the quality of education too. (Yamada, 2014)

To promote quality education it is quite necessary that the SMCs should be present in all schools. The research studies reveal that in the USA the parent teacher associations were found in all schools. The prime motto of these organizations is to appreciate and facilitate the parental involvement in schools. The history of this involvement in schooling is quite old in the United States than the other counties of the globe. The national wide organization named National Parents Teacher Association (NPTA) was established in 1897, where every member of PTA in the country was automatically given membership of this organization. (Nasir, 2013)

Besides USA the community participation in schooling also was found very common in Europe especially in France, Italy and

Germany called School Based Management (SBM). The parental involvement in schooling is more attractive to government and proves to be inexpensive which could provide strategic benefits. (Bray, January 2000)

While making SMC more functional many countries in the world have evolved a new concept of School Supply (SS), through this concept the schools are provided with all missing facilities like building, hiring teaching staff and their encouragement to prepare them for good teaching. (Namukwaya, 2014)

The research studies show that the community involvement in schooling has greatly increased the social as well as academic targets of the students in many countries, while analyzing this development the government of Pakistan along with the government of Khyber Pakhtoonkhwa decided to involve the parents in the education of their children on regular basis. So, to achieve these ends the above both mentioned government established Parent Teacher Council (PTC) in the educational institutions under their jurisdiction. Khyber Pakhtoonkhwa was the first province of all other provinces of the country to introduce PTCs in the schools in 1993. The basic task and responsibility of these councils or committees was to enhance the role of community in increasing the enrolment rate, keeping careful watch on the presence of teachers and students in the schools, decreasing or discouraging the absenteeism of them and minimizing the unnecessary interference in the schools. Besides this the PTCs have also role in spending the budget granted by the government for the purpose of minor repairing, maintenance and other commodities like clean drinking water, boundary walls, class rooms etc. the head teacher of the school was given the authority to call quarterly meeting of the committee to address the issues face by the school through mutual consultation.

The step which was taken by the federal and KPK governments for the involvement of parents in education of their children was praised by education policies of the state. The committees were appreciated in giving high value. The text of some two national education policies 1998 and 2010 are quoted here that “At the village level the chairman of the School Management Committee (SMC) will be an elected person. He shall constantly review educational development in the area of his/her jurisdiction and ensure implementation of key policy provision. The chairman shall also remain in close and constant contact with the educational authorities of the area and serve as the key supplier of information through supervisor as well as the assistant District Education Officer”. (Nasir, 2013)

Rationale of the Study:

This study explores The Role of SMCs in Supporting the Schools Regarding Minor Repair and Maintenance of the school building. The findings of this research study may become the source of knowledge for the students of sociology, social work and other social sciences and for the students of education, where they can easily understand the role of SMC in supporting the school regarding missing facilities in schools and know the true situation in the locale. The students may further explore the said problem on different angles and try to bridge the gaps. The findings of the study can prove a good tool and base for making policies and future planning to make SMC more effective and functional. The findings give a clearer picture of the situation of the community participation and identifying the gaps, which are present in this regard. The study suggests that so far the work done by the SMC has not achieved the desired targets regarding school minor repairing, so, there is more attention needed to focus the area.

In the present research study qualitative research method was adopted, because this method has been used in many research studies in the past and got rich and valid data on similar topics. Qualitative research method was also deemed relevant to the nature of the topic. Regarding sampling technique Purposive sampling technique was used to collect the data only from those key informants, who were directly link to the problem. The sample size for the study was 30 key informants. The respondents were interviewed through unstructured interview guide, where they openly expressed their views. The respondents were from ESP-UNICEF staff, educationists, office bearers of Education Department, head teachers and other SMC members like parents.

Methodology:

In this research study exploratory research method has been used, where it explores “The Role of SMCs in supporting the schools regarding minor repairs and maintenance at primary level in Baluchistan”. It is a cross-sectional study and the data has been collected on the basis of qualitative research. Qualitative research method has been used in many studies in the past while exploring the role of SMCs in the school management and maintenance of the schools, which has proved relevant according to the nature of the problem and rich data has been collected.

Universe:

Universe is the geographical area where the research study is being carried out. This research work has been conducted in district Zhob, Baluchistan, and the data has been collected from three union councils namely U.C. Nasarabad Muhalla, U.C. Babo Muhalla and U.C. Killi Sheikhan.

Sample Size:

The data has been gathered from 30 key informants. They were ESP-UNICEF staff, educationists, office bearers of Education Department, head teachers and other SMC members like parents. The data can be generalized to the population of the entire district.

Sample Design:

Sample represents the whole population of a selected universe. The researcher has gone through the purposive sampling, where those respondents were selected, who were directly linked to the selected problem. The research problem in hand was not a general problem but it was directly linked with the educationists, SMC members and head teachers of the schools. So, only these relevant persons were interviewed. The researcher interviewed the respondents through face to face interview.

Tool of Data Collection:

In order to observe the problem within the locale, the researcher employed the interview guide tool to fetch the data from the respondents.

Tool for Data Analysis:

After conducting research, the data was analyzed by thematic analyses. The researcher converted collected raw data into neat data on the basis of similar answers and interpret by applying thematic analysis.

Results/findings:

- Key informants interviews were started by asking them about the meetings of the SMCs on regular basis or on the set frequencies, a large number of the key informants viewed that the SMCs are fail while calling meetings of the committee on the set frequencies. The respondents shared that there is no proper schedule for the meetings. The committees call meetings rarely, or sometime on emergency basis when there is an urgent issue faced by the school administration. The respondents shared that the members don't attend the meeting despite several calls, however, some of the committees were found while calling the meetings on regular basis.
- Asking the respondents about knowing the SMC members of their basic responsibilities, majority of the key informants shared that the SMC members are unaware of their basic responsibilities. It is because that they have not been given trainings, where they can understand their role and responsibilities. However, the head teachers of the school and the committee chairmen are comparatively good in understanding their responsibilities. The staff member of the supporting organization viewed that the SMC members are told their responsibilities informally in different meetings and occasions, but formally they have not been told their

responsibilities through trainings. One of the respondent shared that there are two types of activities which are performed by SMC, the one is hard which is also called material like minor repairing of the school building etc and the second is soft which is also called non-material like controlling absenteeism of teachers and students, increasing enrolment and dropout retention etc. The respondent went on to say more that unfortunately the SMC members just remember the hard activities and forget the soft ones.

- The results based upon the sharing of the key informants about asking them the role of SMCs in supporting the schools regarding minor repair and maintenance of school building, it was found that the SMCs of many schools in the locale were functional regarding school minor repair and maintenance. The respondents viewed that the SMC members are playing active role in maintenance of the school building. They further shared that the School Management Committees (SMCs) are formed by Education Support Program (ESP_UNICEF). The organization provides the school with School Development Plan (SDP), through which minor repair is carried out in the schools, however, the respondents complained of the budget for the SMC meetings and other requirement which is too low to manage the expenditure.
- By asking the respondents about arranging the financial requirements of school minor repair the respondents of the committees where the SMCs were functional shared that the members of the committees go behind the supporting organizations and make them to support the community school regarding the missing facilities. The key informants viewed that the SMC members and the community people undertake joint efforts to manage or provide missing facilities to the school regarding minor repair and maintenance. One of the key informant viewed that one of his school committee member supported them by providing 50000 (fifty thousands) rupees in cash when flood collapsed the walls of their school. The key informants shared that the SMC members of their schools are very sincere in supporting the school, they told that every member of the committee contribute according to their capabilities, someone provides cash money, someone brings bricks, someone hire labor, someone rent rickshaw, someone bring cement, someone work as labor and so on and so forth. Some three or four respondents viewed that to collect required budget the SMCs of their school go behind the elected members of the community and other stakeholders who are rich to come up with good contribution regarding the school maintenance.

- Based upon the sharing of the key informants by asking about the prominent facilities provided by the SMCs to the schools the respondents viewed that SMCs of their schools constructed the boundary walls of the school, wherever, the boundary walls were present but short, the SMCs heightened and enlarged them, the committees constructed and lay floor of the school, planted trees, restored electricity and fans, repaired the doors and windows of the classrooms, repaired or built the main gate, did white wash and paint of the school, repaired washrooms and toilets of the school, managed clean drinking water and cleanliness of the school.

Discussion/Conclusion:

The present study is about “The Role of SMCs in Supporting the Schools Regarding Minor Repairs and Maintenance at Primary Level in Baluchistan” reveals that the involvement of community in schooling is greatly important. The school in a real sense is the property of the community, so when the community people does not own this property or participate in it, the school remains the hub of other activities rather than the education, thus this was the motto which was put forth to involve the community in school management. On the basis of such motto it was determined by the international community in different summits like EFA, MDG, SDG to form committees consist of the school teachers and community people, so that to achieve the desired targets by the time prescribed. The School Management Committees SMCs have very vast role and work on different angels regarding material and non-material aspects of the school management. The findings of this study reveal that SMCs in many schools in the locale were active in supporting the school regarding missing facilities and minor repairing. It was observed that approximately SMCs were present in all schools of the locale, but some of them were not functional. The members of the functional committees persuade the supporting organization to support the school. They go behind the prominent figures and philanthropists of the community to make them contribute for the school minor repairing and maintenance. The respondents shared that they are supporting the school through different means, like they have managed clean drinking water, repair the school walls, doors, windows, classrooms, the main gate, toilets, washrooms, restoration of electricity and fans, planted trees, painted school, laid floor and so on and so forth, however, many of the SMC members were found unaware of their basic role, which should be addressed.

Suggestions:

Based upon the findings/results and discussion of the research study following suggestions are presented to make the SMCs more dynamic and functional in order to provide more and more facilities to the

schools, which could automatically reflect higher concentration of the community.

- Through the key informants interviews it was noticed, that the SMC members were not given training, which is the basic need to orientate and understand the members of their basic responsibilities. So, there is dire need of scheduled and emergency training for the SMC members.
- As a result of no training and understanding of their basic responsibilities the key informants shared that there is no frequent contact between the SMCs and education department, which has slowed down the pace of the work. So, it is needed to arrange at least a quarterly meeting between SMCs and education department in a year, so that to make the SMC accountable and dynamic.
- Based upon the sharing of the respondents it was observed that the meetings of the SMCs were not carried out the set frequencies. The meetings were called without any schedule and on offhand basis, so, which could not reflect higher outcome in providing more facilities to the schools, thus, it is suggested to arrange the meetings on the set frequencies, so that to boost up the efficiency of the SMCs.
- In the locale there were found almost SMC in each and every schools, but there was no contact and sharing among the committees as expressed by the respondents, so, in order to make the SMCs more effective and efficient there is the need to arrange a joint meeting among all SMCs in the locale, so that they may share their progress and problem and suggest best reasonable solution for these problem.
- Selection of the SMC members should be on experience basis and volunteer persons. The members should have knowledge, exposure, qualification and relevant to the education field, so that they may contribute more for fortifying the SMC objectives.
- The education department should interfere and create liaison and contact between SMCs and other supporting organizations to support the school management committees in repairing and maintenance of the school required facilities. As the respondents viewed that the school management committees are established by the ESP (UNICEF), so, a frequent contact with the organization may ease the burden of SMCs.
- As expressed by the respondents the budget for SMCs is very low, which is only 3000 per year, which is too low to manage the expenditure of the school in the year, so it is suggested to increase the budget so that the committees may accommodate the school expenditure. Besides this the DSA (Daily Service Allowance) should be given to the committee members during the meeting

days, which can make the SMC members more regular and punctual.

- The SMCs should give more opportunities regarding decision making in the school management so that they can play vibrant and functioning role.
- Based upon the findings of the respondents there are multiple obstacles for SMC for undertaking their role, the government should help the committees and mobilizing the community so that to over through the resistance in the path.

References:

- Abigail Barr. (August 2012). Information and collective action in. *JEL* .
- ABRO**, D. A. (2007). ATTITUDES OF PEOPLE TOWARDS. *The Sindh University Journal of Education* .
- abu-duhou, I. (1999). *A publication of the Sustainable Development Policy Institute (SDPI)*. Paris: UNESCO.
- Adams, S. (2012). Challenges to Primary School Enrolment. *The Journal of Social, Political and Economic Studies* .
- ahmad, i. (3013). Role of school Principal in the managment of Parent Teacher council. *city university research journal* .
- Alam*, M. (2000). Development of Primary Education in Bangladesh: The Ways Ahead. *The Bangladesh Development Studies* .
- ALMANI*, D. A. (2007). ATTITUDES OF PEOPLE TOWARDS. *The Sindh University Journal of Education* .
- BAPTISTE, I. (2001). EDUCATING LONE WOLVES:. *ADULT EDUCATION QUARTERLY* .
- Blimpoy, M. P. (November 2011). *School-Based Management and Educational Outcomes*:. The World Bank.
- Boissiere, M. (2007). *Evaluation of World Bank*. The World Bank.
- Bray, M. (January 2000). *Community Partnerships in Education*:. Hong Kong, China: The University of Hong Kong.
- Condy, A. (July 1998). *IMPROVING THE QUALITY OF TEACHING AND*. London: Social Development Division.
- Dean, B. L. (December 2005). *Citizenship education in Pakistani schools*:. karachi: Agha khan university.
- del, A. U. (September 2002). *THE FOOD FOR EDUCATION PROGRAM IN BANGLADESH*:. Washington, D.C. 20006 U.S.A.: Food Consumption and Nutrition Division.
- Dilshad Ashraf. (2012). *Parental perceptions of school quality : Contesting*. karachi: Aga Khan University, Institute for Educational Development, Karachi.
- (2011). *District development profile 2011 zhob*. Quetta.: Unicef.

- Dunne, D. M. (2005). *Gendered School Experiences*:. United Kingdom: DFID.
- Franke, N. (2003). How communities support innovative activities: an exploration of assistance and sharing among end-users. *ELSEVIER* .
- Fullan, M. (August 1999). *School-based Management*:. World Bank:.
- Goodall, J. (May 2010). *Review of best practice in parental engagement*. Research Report DFE- RR156.
- Habib, Z. (2014,). Role of School Council in the Performance of. *Pakistan Journal of Commerce and Social Sciences* .
- HALIM, P. M. ((2006)). SOCIAL CAPITAL FOSTERING HUMAN. *Journal of International Development* .
- Jaffer, R. J. (February 4, 2013). *Early Childhood Development Project (ECDP) Balochistan*. Aga Khan Foundation (Pakistan).
- Javid Iqbal, P. (. (2011). *Effectiveness of Parents Teacher Association (PTA) in. LANGUAGE IN INDIA*.
- KAMALUDEEN, H. (JUNE, 2014). *THE IMPACT OF THE GHANA SCHOOL FEEDING PROGRAMME ON ENROLLMENT, ATTENDANCE AND RETENTION IN GA SOUTH MUNICIPAL SCHOOLS*.
- KamleshSingh. (2014). Role of PTA in Development of School, Teacher and Children. *Pacific Business Review International* .
- Khan, G. A. (July 2011). *Causes of Primary School Drop out*. A publication of the Sustainable Development Policy Institute (SDPI).
- Khan, S. B. (2010). Problems in Universalization of Primary Education in Pakistan. *Pak. J. Commer. Soc. Sci*.
- Khan, S. R. (1999). *Capacity Building and*. islamabad: A publication of the Sustainable Development Policy Institute (SDPI).
- Kindiki, J. N. (2009). Effectiveness of boards of governors in curriculum. *Educational Research and Review* .
- Lewin, K. M. (November 2011). *Participation and Performance in Education*. UK: CREATE,.

Machocho, w. W. (october 2014). *Management of home-grown school feeding programme and its implication on access and retention in primary schools: a case of kathonzweni district*. Kenyatta university.

Mamun, M. A. (15 July, 2014). *Assessing the Effectiveness of School Management Committees (SMCs) in*. DHaka Bangladesh: Institute of Governance Studies.

The Socio Economic barriers and dropout from schools at primary level in Baluchistan:

By

¹ Muhammad Hanif, ² Dr. Bashir Ahmed Kakar

Abstract:

This research attempts to understand and revealed socio economic barriers and challenges responsible for dropping-out students from schools at primary level. The early education in Balochistan are facing many challenges and issues i.e. poor economic conditions of the parents/population, unawareness, gender discrimination, rigid culture barriers, education system gaps, missing facilities, lack of educational institutions, child labor and many other issues. Baluchistan is the poorest zone with 52 percent of families living underneath desperation line. 33% people, consolidates quantity of occupants in people with disjointed class qualities controlled by unmistakable attitudes. More than 66% of children are dropout at primary level from schools; more than 50% children are 5 to 11 are never enrolled in schools. Qualitative approach for the study was adopted, District Loralai was universe for the study, Key Informants Interviews and focused group discussion were conducted for the collection of primary data. Total 24 key informant interviews and 08 focused group discussions were conducted.

In Balochistan dropouts from schools is not due to a single reason, there are different reasons of dropping out students from schools especially at primary level. The major reasons raveled by this study is weak financial and economic position of families and inability to afford educational expenditures, lack of basic facilities in schools like computer lab, science laboratory, library, electricity, clear drinking water and furniture, rigid cultural norms, child labor, gender discrimination, the level of awareness and education of parents.

Keywords: Dropout, Primary education, Socio economic conditions, education system, education in Balochistan.

¹ Lecturer Sociology department U.O.B Quetta Pakistan

² Assistant Professor B.U.I.T.M.S Quetta Pakistan

Introduction:

The education in Pakistan impacted as a result of high masses improvement, small budgetary segments, dejection and social confinements. Pakistan has the most astonishing dropout rate in whole Asia, on account of nonappearance of motivation, home environment, money related or social confinements. The outcomes are grave as an extended drop out lifts absence of training, uncouth work, and low wages despite different other social and significant issues. Obliviousness is one of the fundamental social issues in Pakistan. Organization of Pakistan is a settlement to Universal Primary Education. Still, there is inadequate with regards to access to the direction, and there exists sexual introduction based and uneven urban characters in selection and congruity of review school in Pakistan.

Baluchistan is the poorest zone with 52 percent of families living underneath desperation line. 33% people, consolidates quantity of occupants in people with disjointed class qualities controlled by unmistakable attitudes. The approach towards the direction of adolescents as their essential due right & chiefly sex detachment has also included towards little capability rate of young women particularly to natural reaches where social limits and social taboos affect the situation towards fundamentally progress shaky conditions. Both such social and money related issues have leg behind the locale with just capability 46 for every penny, where revealed as no under 66% of children are dropout, or out of school aging 5 and 16, including 1.8 million out of 2.7 million youths are with no preparing. (Herrera-Sobek, 1990)

Balochistan is probably the most deprived part of the world, where every segment of the society has been deprived from their rights and basic needs. As Human Survival in Balochistan very challenging, the culture of Balochistan is very rigid and is constraint in attaining the basic rights. Secondly Balochistan is kept deprived and ignored by the state Pakistan. Hence there are many social cultural issues existing in Balochistan which keeping its population from its basic rights of education, health and to live happily.

Primary education in Balochistan has many issues and challenges i.e. poor economic conditions of the parents/population, unawareness, gender discrimination, rigid culture barriers, education system gaps, missing facilities, lack of educational institutions, child labor and many other issues. To combat the worst literacy frail efforts have been made, disjointed and not supported to ground realities. At the provincial level, major coordination and linkage gaps are exists among the stakeholders. The ground situations have never been assessment for the prioritization and developing a comprehensive strategy. The allocated resources are

very less compared to the required. High growth of population is seriously affecting the education in Pakistan. Due to lack of motivation, socioeconomic barriers and many other reasons the dropout rate in Pakistan is among the highest in the Asia. (Akhtar, 2005)

Though Pakistan has is the part of international treaty of (MDGs) Millennium Development Goals that includes, Universal Primary Education (UPE) as goal, but still Pakistan is lagging behind the set target of achieving UPE goal. Pakistan has never focus the major causes, which leading its population to illiteracy, dropout of children from schools, less enrollment of children in schools and supporting gender discrimination. (Council, 2007)

The Loralai city is the district Head quarter of Loralai District, which was known as Bori earlier. Loralai is 4700 above the level of sea. The population of Loralai City is very diverse, which includes Pathans, Punjabi, Saraikee, Hazara, and other tribes. There are different cultures and ideologies among the inhabitants of district Loralai. Whereas, in rural areas of district Loralai only Pattans/Pashtuns are living. All Pashtuns areas of district Loralai have the same culture and mostly having the same ideologies. The socio economic conditions of the populations is weak, people living in the rural areas, are spending the life below the poverty line which is badly effecting the education of the district. The human development Index of the district is very unsatisfactory; the socio economic indicator shows that the population of the district is spending their lives below the poverty level. The inhabitants of the district have very less activities and opportunities for improving their lives. (Loralai 2017)

The condition of Education in Loralai region is not altogether different from the circumstance in a different locale in Baluchistan. This region experiences various issues in the scenery of destitution, social requirements and to a great degree low populace thickness.

Along with all other budgetary and gaps of the system cultural is a very potential barrier in dropping out the children from schools at primary level, especially female students are the most immediate and direct targets of cultural barriers. In Loralai city the cultural diversity exists but other than Loralai city, rural areas of district is ruled by the rigid pashtune culture specially talking about female education. In Pashtun culture female is not allowed to outside home/boundary walls as woman is considered the honor of her male kin, even of the whole community. Pardah for female is very important in pashtune culture. Getting to 10 to 12 years of age then pardah becomes mandatory for

female. Hence they are not allowed to go outside the home and they drop from school at this stage.

Significance/Justification of Study:

District Loralai is a diverse district among the districts of Pakistan, the trend of urbanization is increasing. The inhabitants of district Loralai have different cultures, beliefs, ideologies, political and different religious philosophies for spending their lives comfortably. Whereas on other side they have few opportunities for generating economy. The sources of economy are bet varied but these sources are providing very less economic outcomes which are effecting their life standards directly, like not focusing on the education of children, not accepting positive social changes, not discouraging the gender based discriminations and remains with same rigid cultural practices.

Many researches' have been conducted around the topic of this research study, presenting statistical figures about the socio economic conditions, education and dropout and other related areas. But very little effort has been made or even no efforts have been made to on the subject matter. Such holistic approach and in-depth research in the geographical areas has never been conducted.

The findings of this study will help in understanding the problem of children dropout at primary level from schools. The findings of the study cover both economic and social issues that are contributing to problem. Through qualitative approach of the study the in-depth insight to the problem is ensured. The findings and suggestions of this study will help to cope with issues and will help in developing mitigating strategies to counter or overcome the main causes and factors effecting early education in Pakistan, especially the retaining the students in schools at primary level, to ensure (UPE) Universal Primary Education to each male and female child.

Objectives of Study:

- To determine as how far the economic crisis within family and macro level affecting the
Dropout rates out of school children in primary education.
- To study the generic ethos and social stigmas pertaining to influence the primary
Education specifically to dropouts in primary education in Baluchistan.
- To suggest possible solutions on the basis of study to retain dropout in primary Education

Research Questions:

- Do economic improvements of the community can reduce the dropout rate?
- Does community involvement can increase the enrollment& retain the dropout?
- Are social constraints of discrimination contributing to high drop out for Girls?

Research Methodology:***Research design:***

Qualitative research approach has been adopted for the study. Key Informant Interviews and Focused Groups Discussions were used as tools for the collection of primary data.

Geographic Scope of the Study:

The universe of the study was Loralai District. In Loralai both rural and urban setups were focused under the study.

Techniques and Tools of Data Collection:

For the secondary information and data already existing literature, researcher mostly focused on peer review literature i.e. Books, Research Article, Journal Articles, Reports and other relevant sources for the secondary information for having in-depth understanding of the problems. Tools for the collection of primary data were developed on the basis of Objectives, research questions and existing literature on the topic. For the collection of Primary data, Key informants Interviews and focused group discussion were used.

For the in-depth primary data, Key informant Interviews were conducted with Senior Management of district Education department at district and Tehsil levels. Further (KIIs) were also conducted with notable intellectuals in the field of education and other actors working on education in the district. Total twenty four (24) key informant interviews in the district both at district and Tehsil levels were conducted. Total 8 Focus Group discussions with Parents and children were conducted in the district. 2 Focus Group Discussion with boys and 2 with girls enrolled in schools. 2 Focus Group Discussions dropped out children 2 one with boys and one with girls and 2 FGDs with Parents one (01) male parents/fathers/ guardians and female parents/Mothers/guardians were conducted.

Desk review was used for secondary data on the topic. For the secondary data most reliable and authentic sources mostly peer reviewed sources were used. The secondary helped the researcher for conducting the proportional understanding and analysis of the other researches on the topic.

Once both primary and secondary data were collected using the qualitative tools following the research ethics and techniques. The data were systematically analyzed and findings were derived. Comparative analyses were conducted very carefully and systematically and the results and suggestions and conclusions were drawn.

Results and Discussion:

The development, growing and survival in society of man Education is the essential need and requirement. The progress of a nation is linked with a development of individuals. Education is the very fundamental right of every male and female child. While attaining education many different barriers are to be faced by the individual/student especially in third world and developing countries. Though Pakistan in the list of developing countries but its province Baluchistan have the same situation in the field of development and education as the third world countries are having. The focus of the study was the very deprived and scattered district of Loralai. The primary data for the study was collected from district Loralai. The main stakeholders from whom the data was collected were personnel of education department, School teacher, parents of the students and dropped out students were also focused for the collection of the primary data. Focusing on the first objective the data in response to the questions revealed that financial crisis of the parent and families are the most potential and cause for dropping out the children from school at early stage especially at primary level. The parent interest was also a reason for dropping the students from schools. The parents intention and interested is dependent upon the socio economic condition of the families. When parent and teachers were asked about parent motivation and intention about their children education, the answers were that parents have always interest to give good education to their children but due some very obvious hurdles and limitations they could not do anything to send their children to school.

The range being the capital pulls in people from various parts of Baluchistan in staggering numbers. The likelihood of familial lopsidedness must be high in the area by high poverty event. Under studies have a place with unprivileged families having no capable senior natives in the families or having a place with families where the rate of fierceness is high, frequently remain not ready to surpass desires in studies. The area does not seem to encounter the evil impacts of staffing awkwardness as the schools are having around 1:21 teacher understudy extends at basic and focuses level and which comes down to 1:4 STR at discretionary level. However, the low nature of

indicating learning process makes instructional and programmed awkwardness and impacts the understudy's execution.

This study highlighted that Regardless of the arrangement of free course books and annulment of school charge by Government of Baluchistan, destitution keeps on hampering the endeavors of giving instruction to all youngsters. The region has its share of destitution, and frequently guardians need to haul kids out of school because of the expanded open door expenses and issues of low desires. If the family economy of the student is weak, it directly effecting students' performance in school and most in rural areas parent themselves drop their children from school and involve child in child labor. This study also found that in many cases parents are not willing to send their children to school or drop the child from school as they use the child to contribute in family earnings at this stage.

To understand the attitude of parent regarding child schooling and education the study found that most the parent in District Loralai are illiterate hence they have no awareness about the importance of education. Hence they don't give importance to their children education at any level. States of mind towards instruction is an essentialvariable, and parent association and their impression of instructive results is a key for upgrading access to education.

Low quality of the showing learning process exhibited in the outcomes above owes to various components that are cross-cuttingoverall locale. Low quality of showing stays on the inside. Non-institutionalized instructor training is at the foundation of the poor learning forms in the classroom. The circumstance gets exacerbated by a farfetched dialect arrangement, low quality of reading material and an examination framework that tests memory and not diagnostic basic capacity.

Teachers' openness in the area needs to thought as the insufficiencies of educators particularly subjects adds to poor learning comes about. The area needs to evaluate inadequacies according to the prerequisites and make demands projections. It will include coordination with the region for augmentation in approved presents and on filling the present hole in instructor openness.

Student safety is the primary issue which is important to address. This research highlight the core issues that Student face and how school management can help the student to be safe. Bullying in School is one of the biggest problems which are causing the safety issues regarding the students in schools. Bullying occurs in almost every school in the country. Because when other students bully the student, he or she lack confidence and not able to keep up in the school. That's the primary

reason why students quit school although some schools have passed an anti-bullying law still the number is increasing each day.

Inappropriate behavior in schools is the unacceptable and unwelcome conduct of a sexual sort that meddles with the privilege to get an equivalent instructive open door. . It is although prohibited by the Federal Government and there is a proper law against it, but still thousands of students become a victim of this horrible act every year. Mostly students who are the victim of the sexual harassment keep quiet because they are afraid if they will become the headline of the news and people will judge them. This is ultimately giving the criminals opportunity to destroy the safety of the students in the schools.

The school system of the country is known to be the backbone of the country because the young generation has to control the state later in time. That is why it is important that the policy which is made for the education sector should be without any personal interest and also should not be biased. The school management has to change their policies. The results are not satisfactory which is the proof that school climate is not safe for the students. There are some recommendations for the school management. They need to change the staff of the school especially guards and office boy. They need to arrange the training session for the students to make sure everyone in the school know how to submit the complaint to the office without any hesitation. Teachers have this responsibility to give students confidence in working with the teachers and sharing the experience they have in schools. The public schooling is mostly affected by the social and economic change in the culture.

Conclusion:

On the basis of comparative analysis of different countries on reasons of students dropouts it was clear that students' dropouts in schools is not due to a single reason, there are different reasons of this problem but these reasons are similar in nature that cause students' dropouts in different countries. Early marriages, security problems and inability of bearing education expenses are major causes of Students' dropouts; the major reason conducted by all the studies is weak financial and economic position of families and inability to afford educational expenditures, lack of basic facilities in schools like computer lab, science laboratory, library, electricity, clear drinking water and furniture. Low financial position reported as major cause of students' dropout. Parents force their children to drop their school. Another major preason for student's dropout from schools especially in Baluchistan is the cultural constraints. Most of the population of Baluchistan is residing in rural setup and in rural setup of Balochistan the culture of Pashtun and Balochs are very rigid which stop students from going to school especially female children as in Balochistan. Women are understood as honor of the whole family and tribe. This study revealed that both economic factors and social structure of our society and the situation Balochistan province are the main reasons for dropping out children from schools.

References:

- Akhtar, N. (2005). The robustness of learning through overhearing. *Developmental Science* , 199-209.
- Council, N. R. (2007). *Taking Science to School: Learning and Teaching Science in Grades K-8*. National Research Council.
- Herrera-Sobek, M. (1990). *The Mexican Corrido: A Feminist Analysis*. Indiana University Press.
- Azam. (2007). Why students drop out. *Educational Leadership* , 91-93.
- Clark. (2000). The effects of primary school quality on school dropout among Kenyan.
- BIBLIOGRAPHY Azam. (2007). Why students drop out. *Educational Leadership* , 91-93.
- Balochistan, P. &. (2011). *District Development Profile 2011*. P & D, Balochistan , UNICEF.
- Clark. (2000). The effects of primary school quality on school dropout among Kenyan girls and boys. *Comparative Education Review* , 113-147.
- DAWN. (2015). *Alif Ailaan report demands more schools for Balochistan's girls*. DAWN.
- foundation, v. 2. (2014). *Balochistan, Problems and Solutions*.
- Henderson. (1984). Earnings, rates of return to education and the earnings distribution in Pakistan. *Economics of Education Review* , 257-267.
- Hitomi. (2008). Do students care about school quality? Determinants of dropout behavior in developing countries. *Journal of Human Capital* , 69-105.
- Jamal, H. (2011). *Pakistan Poverty Statistics*. SOCIAL POLICY AND DEVELOPMENT CENTRE.
- Malik, I. H. (1997). *State and Civil Society in Pakistan*. St. Martin's Press.
- Mansuri. (2006). Migration, school attainment, and child labor: evidence from rural Pakistan. *Pakistan Education Journal* , 5.

Mike, I. O., Nakajjo, A., & Isoke, D. (2008). *Socioeconomic determinants of primary school dropout: The logistic model analysis*. Kampala, Uganda: Economic Policy Research Center (EPRC).

Thurlow. (2004). School dropouts: Prevention considerations, interventions, and challenges. *Current Directions in Psychology* , 36-39.

UNICEF. (2013). *Out-of-School Children in the Balochistan*,. Islamabad: UNICEF, Pakistan.

Wilging. (2009). Factors that influence students' decision to dropout of online courses. *Journal of Learning Networks* , 115-127.

Economic Empowerment of Women: The Direct and Underlying Factors: A Case Study of Quetta City

By

¹Saqib Shabbir & ²Mohammad Yousuf

Abstract:

Current momentum around women's economic empowerment offers huge scope for bringing about real changes in women's lives. But earning an income or having access to credit cannot be assumed to bring automatic benefits for women. This research is a critical study that aims to analyse both direct and underlying factors that effect the economic empowerment of women. The study is both quantitative and qualitative in nature. A total of 80 women were selected for primary data collection through employing multiple techniques of sampling. The study focuses that how increased access to resources can be translated into changes in the strategic choices that women are able to make – at the level of the household and community, as well as at work. What of the terms on which women gain access to resources – Whether they are empowering or exploitative? The study finds out the impacts of women's greater access to resources on gender relations and norms more broadly. In this study to identify 10 factors that can enable (or constrain) women's economic empowerment and outline ensuing policy recommendations.

Keywords: Direct, underlying, empowerment, women, economic, factors

Introduction:

¹ M.Phil Scholar (Social Work) in Pakistan Study Center, University of Balochistan, Quetta. Pakistan. Contact No.: 03337877663

Email: shabbirsaqib95@gmail.com

² Lecturer, Department of Social Work, University of Balochistan, Quetta. Pakistan

Contact No.: 03337488884

Email: usuf.barech@gmail.com

The economic empowerment of Women's is way toward accomplishing women's equivalent access to and control over financial assets, and guaranteeing they can utilize them to apply expanded control over different parts of their lives. The advantages for society and families are entrenched: Women's financial headway has prompted expanded interests in kids' education and health, and lessened family destitution (World Bank, 2012; 2013). The financial case is likewise convincing. Late gauges propose that gender orientation equality generally speaking can possibly help worldwide total national output (GDP) by between \$12 trillion and \$28 trillion amongst now and 2025 and it has been demonstrated that 'national economies miss out when a generous piece of the populace can't contend evenhandedly or understand its maximum capacity'

No single intercession or performer can address the majority of its perspectives, however we recognize diverse key factors that can empower or constrain women's ' financial empowerment, and make proposals for policy and practice for each(Hunt & Samman, 2016)

Since the "UN Declaration of the Decade of Women" in 1975, consideration and activity on women's ' worries have consistently expanded and education, regardless of whether it be the type of cognizance raising or abilities obtaining, was one of the regions women' associations, government organizations and universal benefactor offices concentrated on. The fundamental suspicion was that if women comprehended their conditions, knew their rights and learned aptitudes generally denied to them, strengthening would take after. There are distinctive perspectives with respect to whether such suppositions about expanding access to education and preparing have brought about the tilting of the power adjust for women. CITATION Nam93 \l 1033 (Zuñiga, 1993) Two points of view have risen in the contemporary talk on the modalities of sexual orientation value; ladies' advancement and women's empowerment CITATION MdA13 \l 1033 (Rahman, 2013) . Oxford dictionary defines empowerment as "the authority or power given to someone to do some thing". Taking this definition we can define women empowerment as the authority or power given to a woman to do something. Empowerment is significant at the individual and aggregate level and can be financial, social or political. The term can be utilized to describe relations inside family unit or between destitute individuals and alternate on-screen characters at worldwide level CITATION Ram15 \l 1033 (Ramaiah.Kollapudi, 2015) .

Empowerment of women in the corporate segment of Pakistan is imperative for the financial improvement of the nation since ladies populace is similarly expansive as of men in Pakistan. CITATION

DrY13 \ 1033 (Rashid D. Y., 2013) . The idea of women's empowerment is progressively used to comprehend what is expected to change the state of helpless and feeble ladies The circumstance of women especially in the third world and the creating nations does not appear to be extremely promising. They have less open doors and less decision in settling on choices of their lives. There are many explanations behind debilitation of women in creating nations CITATION Saj13 \ 1033 (Khan, 2013)

Women's empowerment is of awesome significance particularly in creating nations like Pakistan where 23% of the general population are living under the neediness line. The stagnating monetary condition with lower per capita salary, higher maternal and youngster mortality CITATION Moh16 \ 1033 (Ali, 2016) . Lower economic status of families and the women themselves has been considered one of the most significant causes of disempowerment of women. In case of Balochistan, the effects of low economic conditions are significantly visible.

Objectives of the Study:

- To explore the Direct Factors which effecting women's economic empowerment
- To analyse the Underlying Factors which effecting women's economic empowerment

Literature Review:

Understanding Women's Economic Empowerment

Women's empowerment is a procedure of individual and social change, occurring over interlinked and commonly fortifying mental, political, social and economic spaces, and through which women individually and collectively take power, important decisions and control over their lives. It isn't a straight, uncontested process however rather an excursion portrayed by distinguishes by negotiation and compromise, and uncertain outcomes CITATION Hun16 \ 1033 (Hunt & Samman, 2016) .

In spite of the fact that it has attracted in expanded consideration in present years, there is no universally concurred definition of women's economic empowerment. Women's ' capacity to succeed and progress economically and the ability to settle on and follow up on economic choices is center to the comprehension of various advancement organizations .According to CITATION Gol11 \ 1033 (Golla &

Mehra, 2011) solid reasons to stress women's economic empowerment being developed projects:

- Economic empowerment is a standout amongst the most capable direction for ladies to accomplish their potential and precede their rights.
- Since ladies make up most of the world's poor, meeting poverty-reduction objectives requires addressing to ladies and their economic empowerment
- Discrimination against ladies is economically unsuitable. National economies lose out when a considerable piece of the populace can't compete impartially or understand its maximum capacity.
- Working with ladies has good business sense. At the point when ladies have the correct abilities and opportunities, they can enable businesses and markets to develop.
- Women who are economically empowered contribute more to their families, social orders and national economies. It has been demonstrated that ladies put additional pay in their kids, giving a way to practical improvement.

Factors Enabling and Constraining Women's Economic Empowerment

It is critical to go past the individual level to concentrate also on the social, financial and political components that directly and indirectly way influence women's economic empowerment. Therefore, in this report, the components that empower and constrain women's economic empowerment are isolated into various ' underlying and ' direct' variables. Direct factors are directly connected to women's ' individual or collective lived experiences.

Basic components are the more extensive systemic conditions that decide women's ' individual or aggregate lived experiences. Direct and underlying factors are highly interconnected, with fluid limits. However, this classification helps to exhibit how to effort support to economic empowerment of women.

Direct Factors Affecting Women's Economic Empowerment

The way toward upgrading women's economic empowerment is empowered or obliged by 6 key factors straightforwardly influencing ladies' individual and aggregate lived experiences:

We investigate each of these thus, illustrating how they empower as well as oblige empowerment, and recommend potential solutions CITATION Hun16 \l 1033 (Hunt & Samman, 2016) .

Education, Skills Development and Training

Training and Education matter for the duration of the life cycle. Access to quality training amid adolescence is imperative in itself and has essential overflow impacts in breaking intergenerational destitution cycles, deferring marriage and childbearing and enhancing labour market results further in life.

Access to Quality, Decent Paid Work

Decent work is key to financial empowerment, given its natural significance to women's ' prosperity and capacity to progress in areas such as acquiring income and resources. Formal part work will probably be 'decent' CITATION Gol11 \l 1033 (Golla & Mehra, 2011) .

Address Unpaid Care and Work Burdens

The care economy, which means the unpaid care and household work disproportionately carried out by women, plays a basic part in human prosperity and keeping up the labour force, and along these lines in financial development.

Access to Property, Assets and Financial Services

Access to and control over resources – physical and financial – and property are vital for women's ' budgetary security and support individual and family unit economic improvement CITATION Hun16 \l 1033 (Hunt & Samman, 2016) A wealth of evidence confirms the significance of control of family unit assets, including housing and land, for women's ' 'more prominent selfesteem, regard from other relatives, financial open doors, portability outside of the home, and basic leadership control'

Collective Action and Leadership

Women's ' capacity to arrange with others to upgrade economic action and rights ('power with') is key/critical to women's economic empowerment. Aggregate move makes bunch frames and is strongly connected with enhanced productivity, salary and working conditions, through changes to workers' rights, compensation, social insurance and advantages. Besides, where group goals concentrate particularly on changing social norms, for example, prohibitive attitudes towards women's ' work and property proprietorship, aggregates can contribute

towards increase women's ' confidence and their way of life as natives. This in turn can lead to transformational picks up for gender orientation uniformity in the group and inside more extensive political structures.

Social Protection

Social assurance alludes to statutory or non-statutory measures that look to avert, oversee and moderate circumstances that damage individuals' expectations for everyday comforts (Razavi, 2011), for instance by giving money exchanges or open work. It can encourage women's economic empowerment by lightening destitution, diminishing powerlessness to financial risks and supporting women to defeat hindrances that keep their financial cooperation, for example, caring responsibilities. Social security has positive, long haul suggestions for comprehensive financial development in creating nations given its overwhelmingly positive effects on family unit profitability and labour market cooperation. It also confines reactions to stuns that can hurt development and women's economic empowerment in the long term, for example, offering beneficial resources or expelling youngsters from school.

Underlying Factors Affecting Women's Economic Empowerment

To accomplish women's economic empowerment, associations must address the fundamental factors that add to it: individual and group assets, and standards and foundations CITATION Gol11 \l 1033 (Golla & Mehra, 2011)

Achieving women's economic empowerment requires an empowering situation in which women's ' decisions, power and organization are not restricted by prejudicial or obliging institutions. Women's ' individual or aggregate lived experiences are controlled by underlying. structural factors that work crosswise over social, political, lawful and economical institutions. These underlying components are talked about thusly:

Labour Market Characteristics

Men wherever have a tendency to show signs of improvement employments than ladies with comparable levels of education. A mind boggling set of forces clarify the determination of gendered labour markets, from the more evident factors, for example, proceeding with gender gaps in the fields of technology and science , to the more obstinate contrasts in men's and ladies' access /relations to employment, the centrality of the 'care economy' in how ladies identify with labour markets, and gender discriminatory forces in how male and

female worker are importen and remunerated regardless of human capital investments CITATION Raz14 \l 1033 (Razavi, 2014) . Huge numbers of the hindrances to ladies' entrance to quality employment are found inside worker markets local to where they live. Guaranteeing that ladies can get to better occupations and advantage from new labour market chance emerging through development is pivotal for accomplishing women's economic empowerment. Labour markets internationally are described by gendered imbalances and separation, which change fundamentally by locale and nation. A scope of components negatively affect ladies' labour market results, including social norms around what children's of work are considered reasonable for ladies and men. The impacts as far as wages and general output can be sizeable. This is supported by 2009/12 Gallup information, demonstrating that across sixty seven developing nations, on average just over 1 in each 5 men and 1 in each 10 ladies do not agree with the statement that ladies 'should be permitted to keep any activity for which they are qualified outside the home'. This indicate no less than 162.9 million men and 82.6 million ladies all globally took this view – a number that is equal to approximately 245.5 million people.¹² The offer changes significantly relying upon where people live. At the extraordinary, more than 4 out of 10 men held this view in six nations (Angola , Pakistan , Morocco ,Iraq, , Somaliland and Afghanistan); the offer was as high as 76% in Afghanistan. More than 30% of ladies expressed this view in four nations –Iraq , Somaliland Syria and Afghanistan. Crosswise over nations, there is little association with per capita income; Iraq, where 33% of individuals trust should not hold any activity they are met all requirements for, is nine times wealthier than Madagascar, where under 4% of individuals are of this view. Inside nations, there were no significant differences related with riches quintile and not very few with age.

Legal, Regulatory and Policy Framework

CITATION Hun16 \l 1033 (Hunt & Samman, 2016) Giving ladies with financial opportunities requires a coordinated arrangement of laws and strategies, which are relevant over each space of ladies' economic empowerment. On the other hand, restrictive situations altogether constrain ladies' financial decisions. Progress is being made: in 2013 and 2015, 94 lawful changes expanding ladies' economic chance occurred in 65 nations (World Bank, 2015a), and prove affirms the positive effect of past changes. Review information in Ethiopia following the emendation of its Family Code in 2000 show increments in ladies' worker force participation and work outside the home, and in the probability of that work being full-time and all the more very talented

Methodology:

The study was employed the descriptive survey method. This method focuses on systematic description or exposure of the salient aspects of a situation with a focus on the patterns that emerge. This research study was intended to be a mixture of both qualitative and quantitative methods so that indepth insight of the problem could be gained. Both quantitative and qualitative data analysis was conducted for this study by collecting and analyzing secondary and primary data. Secondary information was retrieved from the large number of books, research journals, government reports, News papers and internet websites. While primary data was mustered from earning women, female students, house wife total (80) Respondent were taken by applying structured questionnaire. The research study was intended to be directed at the Quetta district of Baluchistan province. Primary data gathered both from urban and rural areas of Quetta district while applying multiple techniques of sampling in order to ensure the validity and reliability of findings. Sampling techniques included cluster sampling and random sampling. The mustered primary data was analyzed through computer software SPSS in order to draw solid result and reach conclusion.

Results and Discussion:

Both quantitative and qualitative results of structured questionnaires FGDs and individual interviews are discussed in following lines.

Demographic Information:

The demographic information of the respondents was looked into in this study. Each respondent indicated that their background information. These respondents included earning women house wives and students. Their demographic information was categorized into age, marital status, occupation and monthly family income.

Age of Respondents:

The age bracket of the respondents was also looked into. For the respondents, their age bracket was into 20-45 years and above. Over two thirds of the respondents (62.5%) indicated that they were between the ages of 20-32 years. However, slightly less than a quarter of them (37.5%) indicated that they were between the ages of 33-45 years.

Marital Status:

The marital status of the respondents was also looked into in this study. This was classified into either married, un married or widow. (38%)

respondents indicated they were married. However, a few of them (12%) indicated that they were widow whereas (50%) percent of the respondents were widowed.

Occupation:

The occupation of the respondents was also looked into this study. This was classified into government job, private job student or house wife. (39%) respondents indicated they have a government job. However, a few of them (9%) indicated that they have private job, whereas (26%) percent of the respondents were housewife and (26%) were students.

Monthly Family Income:

The monthly family income of the respondents was also looked into this study. This was classified into either 10000-50000, 51000-100000 or 100000-150,000. (58%) respondents indicated that their monthly family income was 10000-50000. However, many of them (27%) indicated that their monthly family income were 51000-100000, whereas few of them (15%) percent of the respondent's monthly family income were 100000-150,000.

Figure 1: Graphical presentation of field survey

The field survey of this study shows that there are a variety of direct and underlying factors that hinder the economic component of women in Quetta. As shown in above graph almost half of respondents have claimed that their earnings through formal and informal / employment does not give proper support in bearing their expenses. The data also reflects that lack of awareness is one of most pivotal factors that prevent women's economic empowerment as the data of respondents shows 100% agree to the statement lack of awareness effects economic empowerment of women. Additionally, another major finding of the field data is that respondent of the study believes that financially strong women can play effective role eradicating poverty almost half of the respondents of the study have expressed their motion favor of the statement that working women can be a role model for her family. The same is witnessed in secondary studies. The prosecutorial rights of women can be defended and protected when women are economically stable and empowered. Some can be observed in the field ask in above table where almost 3/4th of respondent have given some respondent. The field

data reflect that various factors can affect the economic empowered of in respect to their personal, family and societal life.

Do you think women should give her earned money to the head of family?

Total numbers of Yes 56

Reasons	Total	%
she could be a dependable	37	66%
she could not take a proper decision	9	16%
she could be restricted	10	18%
Total	56	100%

Slightly two third of the respondent answered in reson #1 (66%) on the other hand respondent answered in reson #2 (16%). After that respondent answered in reson #3 (18%) the statement that they think women should give her earned money to the head of family out of 80 /56 respondent answerd (Yes).

Does a financially strong woman perform their social life properly?

Total numbers of 65

Reasons	Total	%
she can full fill her social needs easily	38	58%
family friend gathring	15	23%
attending family occasion	12	18%
Total	65	100%

Slightly two third of the respondent answered in reson #1 (58%) on the other hand respondent answered in reson #2 (23%). After that respondent answered in reson #3 (18%) the statement that they think women should give her earned money to the head of family. Out of 80 /65 respondent answerd (Yes) .

Conclusion:

Putting resources into women's economic empowerment is essential for gender equal opportunities, poverty removal, human improvement and comprehensive economic development, yet huge gendered inequalities persist all around. Conquering these imbalances requires striking, colossal and transformative methodologies. The study has recognized 10 key factors that empower or compel women's economic empowerment, and gave approach proposals to each. Alone and in conjunction with each other, these mediations remain to make an all the more empowering economic environment for women. This analysis of promising and demonstrated interventions has likewise given bits of knowledge into the numerous ways that activities started by the international group – whether standardizing agreements or shifts, or, all the more for all intents and purposes, global traditions or dedicated finance – can spur change and shape the parameters inside which it unfolds.

Scaling up economically resourcing crosswise over applicable parts will likewise be basic – just 2% of official development help to the economic and productive segments was basically centered around gender equality in 2013-2014, uncovering an extreme underinvestment in projects to help women's economic empowerment. In any case, it isn't just about expanding assets – subsidizing must be delivered in ways that help transformative change. For this, there is a should be driven and to challenge the norm being developed practice. Accomplishing women's economic empowerment includes more than isolated technical intercessions; it is an inherently political process expecting difficulties to built up standards, structures and sites of power. It takes after that hold1 versatile advancement approaches that help the innately political, long term, chaotic and non-direct procedure of empowerment is critical for the accomplishment of feasible, transformative change in ladies' lives. Foregrounding ladies and their perspectives is pivotal for comprehension and measuring progress, which will require significant investment in observing, accumulation of suitable information and survey empowerment through an all encompassing focal point. Adopting such a comprehensive strategy will make conceivable really win-win circumstances, in which ladies, societies, families and economies all advantage from ladies' economic empowerment.

References:

- BIBLIOGRAPHY N 1033** Ali, M. K.--Q.-u.-A. (2016). socio-economic empowerment of women in pakistan; evidences from gilgit-baltistan. *International Journal of Asian Social Science* , 462 to 471.
- Chistina. (2014). *literature review:womens empowerment economic and social participationin africa*. AFRICA: world education.
- Golla, A. M., & Mehra, R. (2011). *Understanding and Measuring Women's Economic Empowerment* . Washington, DC : International Center for Research on Women.
- Hunt, A., & Samman, E. (2016). *Women's economic empowerment Navigating enablers and constraints*. London: Overseas Development Institute.
- Khan. (2013). womens empowerment through poverty alleviation: a sociocultural and politico-economic assessment of condition in pakistan. *europaean journal of business economics and accountancy* , 25 to 52.
- Rahman, M. A. (2013). Women's Empowerment: Concept and Beyond . *Global Journals of human social science soiology and culture* , 9 to 13.
- Ramaiah.Kollapudi, N. L. (2015). A Review on Dalith Women Empowerment in India. *Journal of Education and Practice* , 38 to 40.
- Rashid, D. Y. (2013). women empowerment in the corporate sector of pakistan. *interdisciplinary journal of contemporary research in business* , 518 to 523.
- Razavi, S. (2014). *Globalization, Employment and Women's Empowerment* . New Dehli: EGM/POV/2001/BP.1 .
- Zuñiga, N. A.-A. (1993). *Women, Education and Empowerment*. Hamburg, Germany: UNESCO Institute for Education 1995 FeldbrunnenstraBe 58 .

Analyzing the Socio-economic Factors Causing Hepatitis B and C in Balochistan:

A Case Study of Quetta District

By

Sohail Ahmed Dr. Mumtaz A. Baloch

Abstract:

Hepatitis (HBV) and (HCV) are viruses of liver infections. It transpire without symptoms but can prime to jaundice a yellow discoloration of the skin, mucous membranes and conjunctiva of the eyes, poor appetite and tiredness and it might reason acute or as a chronic infection. This study analyzed the socioeconomic factors which seemingly caused hepatitis B, C in Quetta Balochistan. Out of 300 patients registered in Bolan Medical College and Civil hospital were interviewed and primary data were collected by questionnaire and statistical tools. Findings showed that main causes which were caused of hepatitis (HBV) and (HCV) of people they used personal razors of infected patients, common nail caliper of other people, root canal treatment (RCT) got blood unsafe blood transfusion, unsafe surgery, used tooth brush of other people at home, ate fruits without washing, used unsafe injection, injected drugs were the main caused hepatitis.

Keywords: Hepatitis (HBV) and (HCV), causes, impacts, Quetta, Balochistan

Introduction:

Hepatitis is an infection of the liver described by the presence of inflammatory cells in the skin of the organ (Encyclopedia, June 2017). In developing countries the available of hepatitis (HBV) and (HCV) vaccination the more livelihoods are safe and protected with extra vaccines which have been developed in European countries such as United Nations to control B and C through vaccination and enhanced human development to this killer disease(World health organization 2013). The control of hepatitis B and C to provide vaccines more than 50 percent of world's population to be vaccinated on Vaccine Security Strategy (VSS) to make safe and fully control to this dangerous disease to safe people social life (UNICEF 2009).

According to a research the prevalence of hepatitis (HBV) and (HCV) viruses are the major causes of liver diseases in the worldwide

approximately over 2 billion people are infected of hepatitis B and C, because of unawareness, injected drugs, barbers shaving, blood donors, whereas almost found socio economically poor condition and could not afforded for treatment (Daw, 2014). The most developed countries like America, North Europe and Australia the socio economic burden of B and C are more less than 2 percent whereas the under developing countries such as Asia, sub Saharan Africa the high prevalence of B and C more than 8% due to less vaccination and treatment to make control on strategic policies and prevention (Locarnini, 2015).

According to World Health Organization (WHO, 2013) the World Health Assembly (WHA) with member states identified the prevalence of hepatitis HBV and HCV both are the global public health problem. it is the policy of World Health Assembly (WHA) in worldwide with comprehensive approach to prevent and control to provide such kinds of facilities about hepatitis B,C virus, it is need for urgent action whereas the World Health Assembly (WHA) with member states include the policy of hepatitis B,C should be reaching every child with immunization programs that include hepatitis B,C vaccines, protecting against mother to child transmission of virus and ensuring the safety of blood, transfusion services, organ donation, injecting drugs, improvement of housing, sanitation, food and water safety, hospitals facilities are important for universal access to immunization, screening, diagnosis and anti-viral B,C is the policy included of World Health Assembly (WHA) to control and prevent of hepatitis B,C viral infection worldwide.

The B,C viral infection is the responsible globally leading cause of death and morbidity, whereas hepatitis B,C drugs therapy has depended on Interferon alfa-2b (Intron A) injection but the treatment in developed countries like United nation, North America, UK, and European countries are available approximately 86% of population are vaccinated to successfully whereas the under developing countries such as Africa, Nigeria, India, Bhutan, Nepal, Sudan are still high risk of infection because of poor policies and immunization programs, unawareness, poor socio economic conditions approximately 49% population are not vaccinated and could not afforded to the self-treatment lack of low socio economic conditions (Messina, 2015).

According to a survey approximately 33 million people are infected, the regions include Africa, Asia, Somalia about 30 % people are could not afford the treatment they are facing socio economic challenges whereas the developed countries less than 10 % respectively (Jamieson, J 2012). The South Asian countries which have been infected with a high level of hepatitis HBV and HCV to make burden of socio economic conditions the region includes India, Bangladesh,

Bhutan, Nepal and Pakistan with higher danger of infectious disease due to poverty, poor access of clean water, toilet facilities and illiteracy and quality health care condition (Zaidi, 2004).

Hepatitis HBV and HCV are currently becoming a universal issue approximately the prevalence of both diseases 2.2-3.0% worldwide 130-170 million people are infected seriously with poor socio economic settings whereas, in Africa is the highest direction of transmission to lack of poor health facilities with no vaccination program it should be delivered the health program and treatment (Lavanchy, 2009). The prevalence of hepatitis B,C in developed nations such as North America, western Europe and Australia are known to have lower prevalence because of strategic policies availability of vaccines, safe injection, screen blood safety, medical facilities to prevent and control B,C infection but unfortunately the under developing countries such as Africa, India, Bangladesh, Pakistan are high risk due to lack of vaccination programs and strategic policies, approximately hepatitis B, 5.3% and C, 6.7% in these population due to local blood donors, unsafe syringes and poor medical facilities (Hanafiah, 2013).

The under developing countries like India and Pakistan with prevalence of hepatitis B and C particularly in Pakistan with 5.3% population infected with low socio economic state while it develops to the liver cirrhosis whereas in Turkey approximately 2.2% and Zimbabwe 7.7% respectively, approximately 50% of these population could not vaccinated and do not have any self-support for their treatment and no prevention policies and control programs (Asif, 2010). In developing countries especially in Africa the socioeconomic burden of people with hepatitis B HBV and C HCV due to blood health care collection such as infected patient's blood points transmission, whereas Africa is the highest prevalence of hepatitis B and particularly C due to health care medical facilities and vaccination programs, while in Nigeria, Gabon, Cameroon it is identified 30% of population could not receive vaccines for treatment respectively (World Health Organization, 2004).

It is estimated that the socio economic challenges of hepatitis B and C in African countries where 75 percent infected people lack of unavailability of vaccination and national policies (Aband, 2009). In India different provinces about 75% people are infected of hepatitis B and C infection which are below the poverty line due to lack of poverty and no houses for living, lack of toilet facilities, unsafe injections and there are no vaccination program to Indian government control and prevent B,C infection of local population (Uolk et al, 2009).

In Central African countries it has been expected that the high prevalence of hepatitis B and C is global burden in the form of socio economic challenges such as financially poor for applying Immuno Chromatographic Test (ICT) and lack of medical health facilities with vaccination for treatment approximately due to poor socio economic condition 1.4 million death an Africa meanwhile a high cost of vaccines for the African population (World health organization, 2015). The prevalence of B and C in Nigeria approximately 75% of population are infected of hepatitis B and C, they could not afford, Immuno Chromatographic Test (ICT) meanwhile further could not afforded for diagnosis and treatment because socio economically they were very poor respectively (Olaso, 2007).

In under developing countries particularly in Bangladesh people are seriously suffering HBV and HCV due to lack of standard health, whereas it is available but due to high cost of people could not access to clinical diagnosis (Khan, 2011). According to world health organization reports the prevalence of HBV and HCV are related to socio economic causes of a patient and about 7.4 percent infected B and C viruses are due to lack of knowledge and awareness with poor social condition while a survey identified 12 million population of Pakistan is infected by HBV and HCV respectively (National survey of Pakistan 2007). The high prevalence of hepatitis B and C particularly in Pakistan due to blood donors approximately 65 percent is from replacement donors, 25% from volunteer donors and 10 percent from professional donors while 1.5 million points of blood are collected each year the major transmission of hepatitis B and particularly C is the most socio economic burden for Pakistani population are Lahore, Karachi, Peshawar 3.6 percent infected seriously due to poor and low income expenditure are not apply for treatment and vaccination (Bosan, 2010).

(Umar, 2012), reported that about 10 million Pakistani population is infected to belonged very poor family socio economically could not afford for treatment particularly both B and virus C whereas hepatitis C is the main cause of death about 10 percent are vaccinated patient of hepatitis B through government per patient estimated 350 lack and it control 7% whereas 2% rehabilitation process to the B patient while hepatitis C still there is no vaccines but it can be control by care and good health system.

According to a current reports the hepatitis B, C are very common especially in Pakistan's general population including its different cities such as Karachi, Lahore, Rawalpindi, Islamabad. Faisalabad, Multan, Abbottabad are continuously rising because of unawareness, unsafe blood transfusions, surgical treatment, dental treatment, untrained

clinicians, reuse of syringes, barbers and ear, nose piercing tools approximately infection from 3.13% to 23.83% among healthy blood donors respectively (Afzal, 2016). The prevalence of hepatitis B, C the four provinces of Pakistan are high risk approximately 30% Sind, 16% Balochistan 22% Khyber Pakhtunkhwa and 26% Punjab is the high risk of hepatitis B, C due to lack of health funds, unawareness, improper provision of vaccines in public hospitals, unsafe injections, contaminated razors at barber shop, unsystematic sanitations, unhygienic surgical equipment are considered the key modes of the infection transmission in the both four provinces (Mahmood, 2016).

The hepatitis B and C diseases are connected with poverty, it is the main cause of morbidity and mortality whereas in developing countries such as Africa, Nepal, India, Pakistan the socio economic burden of people which are seriously infected of hepatitis B, C are more than 62% they are under the poverty do not have any access for treatment respectively ([HYPERLINK "http://WWW.International"](http://WWW.International) WWW.International Innovation, 2014).

Hepatitis B,C are growing socio economic challenges for the low income they do not have any approach for treatment and diagnosis, approximately in Pakistan the prevalence rate of B,C 4.8% about 10 million people are infected whereas 12% population of Baluchistan is facing of hepatitis B, C particularly in Quetta about 9.7% people are infected with poor socio economic condition do not have any governmental support for treatment due to lack of standard medical institutions, safe blood donors, safe syringes and awareness programs (Ahmed, 2007).

Quetta is the capital of Balochistan, in its local population, such as Quetta city, kuchlak, Afghan refugees population with high prevalence of hepatitis HBV and HCV infection are significant causes of morbidity and mortality approximately the patient of HBV is 43% and HCV were found 44.7% respectively while, the main route of causes of population is due to blood donors, injecting drugs, barber shaving and Afghan refugees population also causes the transmission due to blood donors collection whereas, the Quetta's local population socio economically do not have any support from government and other NGOs to provide vaccines and treatment (Abbasi, 2011). According a survey in Quetta district the socio economic effects of hepatitis B and specially the local population of Quetta infected hepatitis C is responsible of human mortality about 20.8 percent including Baloch, Pashtun, Hazara due to lack of health awareness and medical health facilities and treatment whereas they infected seriously while their family condition are very poor could not apply for the vaccination costs and treatment respectively (Khan, 2013).

In Quetta's local population such as pashin, zhob, loralai and the main city of Quetta the socio economic effects on hepatitis B and particularly hepatitis C is a major serious health problem and a causative agent of chronic liver disease about 70 percent male age of 41-50 and 30 percent female suffered from (HCV) by Immuno Chromatographic Test (ICT) found positive meanwhile they are not for able to further treatment socio economically poor and there is not any governmental support nor NGOs, where as In African population approximately 58.3% hepatitis B infection approximately, 81.7% C infection they are attributed contaminated injection lack of poor health facilities with socio economically poor condition respectively (Kourtis, 2012).

Study Area:

Quetta district, the capital of Balochistan was selected as the study area for this study. The justification to select Quetta district was that almost all of the hospitals for the patients of B, C have been established in the Quetta, the health directorate and health care departments including policy makers and the authorities. Additionally NGOs that aim to support health related facilities are also based in the district, Quetta. In addition it is adequately populated with major ethnic groups, such as Baloch, Pashtoon, Sindi, Punjabi, and Hazara. Quetta is the purpose of selected area because the availability of hospitals, medical facilities all the people comes here for purpose of treatment and diagnosis, whereas those patients who belong from remote areas also come here for treatment. The hospitals of Quetta there are available of surgeon, physician as well as patients for collection of B, C related information. Quetta's different hospitals government as well as private which is available of vaccines and medicines all kinds of medical facilities and expert doctors active here that's why the research sample preferred population of Quetta district. To find out those socioeconomic related hepatitis B, C causes such as poverty, unavailability of vaccines, injections, medicines.

Methods of Data Collection and Analysis:

Out of 300 patients of HBV and HCV according to register admitted patients were randomly interviewed. All quantitative required data was collected through two hospitals, Bolan Medical College and Civil hospital. Additional information was also gathered through key informants such as principle of Bolan Medical College and concerned doctors serving, and civil hospital head, expert hepatitis physicians.

The key informants provided information on various aspects, for example health policies including available services and challenges faced by the hospitals and B, C patients. The quantitative data was analyzed through Statistical Package for social sciences (SPSS) using descriptive analysis such as, frequency distributions and correlations. On the other hand, secondary sources included books, research articles and website.

Sample Size and Sampling Methods:

Sample is the actual representative of the research population and which keeps approximately all characteristic of the whole population designed. For this study 100 registered hepatitis B and C patients were selected randomly to collect the data. Data collected from Bolan Medical College and Civil hospital in Quetta district, Balochistan.

Results:

Respondent's Profile:

The findings of the study revealed that there were 73% of Hepatitis B and 26 Hepatitis C in Quetta District of Balochistan. Results showed that the highest majority were infected with Hepatitis B.

The findings of the study revealed that there were 73% male and 26% were female respectively.

Table.1 respondent's gender

	Frequency	Percent
Male	73	73.0
Female	26	26.0
Total	100	100.0

Field survey, 2016

The findings of the study revealed that there were 57% illiterate, 16% primary, 12% matric, 6% intermediate, 3% were graduated respectively result showed that the majorities were seriously infected they were illiterate.

Table.2 Respondents' education level

	Frequency	Percent
Illiterate	57	57.0

Primary	16	16.0
Matric	12	12.0
Intermediate	6	6.0
Graduation	3	3.0
Total	94	94.0

Field survey, 2016

The findings of the study revealed that there 57% Baloch, 40% Pashto, 2% Hazara and 1% data showed Sindhi and Panjabi, in district Quetta

Table.3 major ethnic groups

	Frequency	Percent
Baloch	57	57.0
Pashtoon	40	40.0
Hazara	2	2.0
Sindhi and Panjabi	1	1.0
Total	100	100.0

Field survey, 2016

Overall, results showed that 74% people were infected with hepatitis B and 26% in hepatitis C, in Quetta District of Balochistan.

Table.4 Types of hepatitis patients

	Frequency	Percent
Hepatitis B	74	74.0
Hepatitis C	26	26.0
Total	100	100.0

Field survey, 2016

The factors hypothesized to have been causing hepatitis B, C were analyzed using correlation analysis.

The analysis included 11 variables: For example (X1), Marital Status(X2), Education(X3), Annual Income(X4), used nail clippers (X5), done root canal treatment (RCT) (X6) blood transfusion from blood donors (X7) done surgery (X8) other people razors used (X9) ate fruits not washed (X10) used tooth brush of someone else (X11) source of drinking water at home.

Results of the analysis showed that there is a (X1 significant correlation (-.539**) between Education and hepatitis (B and C). Findings reflected that most of hepatitis B and C patients were illiterate in Quetta District of Balochistan. In addition, people used nail clipper (.212*) and razor (.216*) of other people. Results showed that such practices significantly caused hepatitis. Similarly, there was a correlation (.452**) Tooth root canal treatment (RCT). People who did not wash fruits before eating were also affected (-.268**). On the other hand, married were more hepatitis infected compared to unmarried. The results of this study showed a significant correlation (.415**) between blood transfusion and hepatitis. The findings of the analysis reflected that people who used unsafe water for drinking purpose were likely more infected with hepatitis B and C (Table 2).

In twenty 1st century still people are unaware because of hepatitis related awareness, For instance findings of this study showed that moreover, 95% used common nail clipper, 4% used other tooth brush, 36% used personal razor of infected patients, 29% they sterilized needle to strict their body, 33% also scratched needle to their skin at home, 28% took fruits and vegetables without washing, 4% only they had the safe drinking water, their source of drinking water at home, 8% river, 8% dam, 54% tractor, 30% well, 21% they had the patients of hepatitis to their family members, 11% they used infected patients using things such as toil, soap at home and 76% migrated to other districts respectively. There were also treatment factors also responsible of hepatitis B,C patient's For example 67% they went to religious scholar purpose of treatment, 5% cut their tongue to blade, 66% used mullah's traditional medicines, 34% took

Amphipathic medicines and 65% used homeopathic medicines, 67% they consulted homeopathic doctor. Moreover, medical factors included, 90% they got blood from someone else, 36% got blood from blood donors and 18% got operation and surgery respectively.

Factors causing hepatitis (HBV) and (HCV) in Quetta, Balochistan

Variable	Description	Pearson Correlation	Significance
X 2 Marital Status	1 If yes, 0 otherwise	.621**	.000
X 3 Education	1 if educated, 0 not educated	-.539**	.000

X 4 Annual Income	Scale		.009	.927
X 5 Nail calipers	1 if used, 0 otherwise		.212 [*]	.035
X 6 Done root canal treatment (RCT) of tooth	1 if done, 0 otherwise		.452 ^{**}	.000
X 7 Blood transfusion	1 if yes, 0 otherwise		.415 ^{**}	.000
X 8 Done surgery	1 if done, 0 otherwise		-.130	.197
X 9 Other people razors used	1 if yes, 0 otherwise		.216 [*]	.031
X 10 Fruits not washed	1 if yes, 0 otherwise		.268 ^{**}	.007
X 11 Used tooth brush of someone else	1 if yes, 0 otherwise		-.073	.471
X 12 Source of drinking water at home	1 if yes, 0 otherwise		.178	-.076

Field survey, 2016

Discussions:

Studies indicated that transfusion of blood, contaminated syringes, unsafe water unhygienic food, blood donors, received blood to someone else which is not screened, surgical treatment, dental treatment, untrained clinicians, barbers and ear, nose piercing, injecting drugs, afghan refugees, unawareness, lack of health facilities, local blood donors lack of vaccination programs. There are some formal discussions in Quetta's different hospitals questioned to experts, surgeons of B, C they explained the main causes of hepatitis B, C to it would be genetically mother to children, sexual intercourse, unsafe drinking water, contaminated syringes, injecting drugs are the major causes which are responsible to cause B,C infection.

The government of Pakistan approved of health care policy regarding hepatitis B, C to control and prevent approximately PRs 2286.23 million for health care facilities those who could not afford should be treated free in all Pakistan. This policy included about hepatitis B, C to control transmission of hepatitis, provide free treatment, educate and create awareness, capacity building through orientation and training, consulate the hospitals. It is the prime responsibility to the government

of Pakistan to take a serious action against hepatitis B, C in to the all provinces to control and prevent this virus because Pakistan is the most effected country among in the world which is high rank of B, C viruses respectively. The main focus government of Pakistan every Pakistani should be safe of hepatitis B, C virus. Approximately the prevalence of hepatitis B, C in Pakistan caused 3- 4, 6 million infections respectively ([HYPERLINK "http://WWW.hepatitis"](http://WWW.hepatitis) WWW.hepatitis control program, 2007). The policy of World Health Organization (WHO) and World Health Assembly (WHA) with members states to provide such all kinds of health care facilities in worldwide to every child in globally reach immunization program and the prevention of HBV and HCV infections relies on three dose of hepatitis vaccines for infants, prevention of mother to child transmission of B, C , pregnant women testing, blood injection and surgical safety, harm saving of injection drugs, but there is no any serious action to control and prevent of hepatitis B, C in globally (WHA and WHO 2010).

The highest majority, almost all the respondents explained that they did not have safe drinking water, 4% their source of water to received tractor, 95% they used nail caliper at home, 4% they all used tooth brush, 36% uses personal razors of patients, 29% sterilized needle to their bodies, 21% had the patients of hepatitis B, C at their home, 67% they believed to religious scholar and used homeopathic medicines. It is the responsibility to the government of Pakistan to provide immunization programs, increase health funds and safe the country because Afghan refugees also responsible to causes B, C viruses. The government of Pakistan should respond to the treatment needs to chronic hepatitis B, C patients who are not afford to treatment and hospital costs and socio economically are poor condition should be provide all expenditures of B, C patients.

According to consulted physicians the prevalence of hepatitis HBV and HCV viral infection now a days become a serious health issue In worldwide, it is an infection of the liver some time without symptoms, whereas it causes yellow discoloration of skin with tiredness, appetite, meanwhile it may be causes acute, which means very dangerous to liver cirrhosis and chronic infection. They further defined it can causes by many reason, For example hepatitis HBV due to sharing syringes, injecting drugs, blood transfusion, vertical transfusion, from mother to child breast feeding and it may be genetically can infect by generation to generation. The hepatitis subject specialist further said, it can effect by sexual intercourse and also sharing other personal things, it would be razor, soap. Due to many local blood donors are also responsible to spreading of hepatitis B, C, because these blood are not screen which can be causes of virus to human body. The many reason that hepatitis

B, C can cause to liver cirrhosis, and For instance blood transfusion to someone else which is his blood not screen also can affect the people. Hepatitis B usually transmitted by direct blood to bold contact, Organ transplants, it is reported that there are several medical stores they repacking of used syringes, which are available in different medical stores respectively. Most of barbers are illiterate and unawareness of transmission of infectious through the repeated use of razors and scissors for different customers sterilizing them. Hepatitis C, HCV is very less common than hepatitis B, Hepatitis C is very dangerous to liver cirrhosis, and it causes sharing household items such as razors, tooth brush of other people and nail clipper. Both viruses are spread by sharing needles, syringes and sexually, HBV is much more likely than HCV to be transmitted sexually. There are many reason that hepatitis B, C can cause viral infection to human body such as injecting drugs, sexual contact, sharing needle, using other personal items, like tooth brush, nail clipper, blood transfusion, surgical transfusion and it might be mother to child, also genetically. The above mentioned hepatitis B, C all comments gathered Quetta's different subject specialist physicians respectively.

Conclusion:

In this article, Hepatitis B and C have significantly affected the health and socioeconomic condition of people in Quetta district of Balochistan. Major factors seemed to be unawareness, and poverty. For example, in 21st century people used tooth brush of other people, personal razors of infected patients, nail caliper of infected patients, unsafe drinking water, they got blood from blood donors that was not screened and still believe to religious perspective. The prevalence of hepatitis HBV and HCV in Quetta district almost the patients were found belong to very poor family they could not afforded for treatment, whereas the poor socio economic condition also responsible to cause hepatitis B, C because they did not have any safe drinking water, unhygienic food, clean toilet system unawareness. There is need to educate general population regarding HBV and HCV infection and risks associated with inappropriate therapeutic injections administered to all new born children respectively.

Recommendations:

We recommend concerned organizations and authorities to ameliorate long term policies to significantly improve the health care system for the hepatitis HBV and HCV patients. There is urgent need to allocate sufficient budget and ensure its proper utilization. The prevalence of

hepatitis B, C is becoming a serious health problem, which is need to investment, assessment and capacity building to achieve the objectives and eliminate B, C viruses. It is important to provide awareness campaigns and awareness through print media, electronic media about hepatitis B, C viruses. There is need to monitor and evaluate the systems in order to promote protective, healthy environment in hospitals and standard medical facilities for the patients of hepatitis B, C respectively. It is needed to make clean hospitals environment systems and evaluate the different hospitals systems annually and must provide safe syringes, availability of vaccines and medicines for patients.

References:

- Abbasi,S., Faqir, F., Khan, S., Zaidi,S.K., Ahmed, S.Q, Sattar, A., and Satti, M.(2011). A serological study of hepatitis C and human Immunodeficiency virus in a cohort, of intravenous drug users in Quetta, Balochistan, journal of postgraduate medical institute(Peshawar- Pakistan),23(1).
- Aband ,B.S (2009),Management of hepatitis (C) virus infection in (HBV), (HCV) ,Co-infected patients clinical review J- Gastroenterol.
- Ali, S. A., Donahue, R. M., Qureshi, H., & Vermund, S. H. (2009). Hepatitis B and hepatitis C in Pakistan: prevalence and risk factors. *International journal of infectious diseases*, 13(1), 9-19.
- Adaauria (2011) prevalence of hepatitis B virus and C virus makers in surgeons in logos, south Asia,Afr,Med
- Afzal, M. S., Shah, Z. H., & Ahmed, H. (2016). Recent HCV genotype changing pattern in the Khyber Pakhtunkhwa province of Pakistan; is it pointing out a forthcoming problem? *Brazilian Journal of Infectious Diseases*, 20(3), 312-313.
- Ahmed N, Asgher M.Shafique, M Qureshi, J.A, 2007, an evidence of high prevalence of hepatitis C virus in Faisalabad Pakistan.
- Asif,khan, Ali.M, Ahmed J, prevalence of hepatitis B, C antigenaemia in general population of Asia, .(2010).
- . Bosan, A., Qureshi, H., Bile, K. M, Ahmed, I, Hafiz, R. (2010). A,Review of hepatitis viral infections in Pakistan. *J Pak, Med Assoc*, 60(12),1045-58.
- Daw, M. A., & El-Bouzedi, A. (2014). Prevalence of hepatitis B and hepatitis C infection in Libya: result from a national population based survey. *BMC infectious diseases*, 14(1), 17
- Hanafiah, K, Mohd, Groeger, J., Flaxman, A. D., & Wiersma, S. T. (2013). Global epidemiology of hepatitis C virus infection: New estimates of age-specific antibody to HCV seroprevalence. *Hepatology*, 57(4), 1333-1342.
- Health care control programe of hepatitis,B,C., Government of Pakistan, (2007).
- HYPERLINK "https://en.wikipedia.org/wiki/Hepatitis"
<https://en.wikipedia.org/wiki/Hepatitis> (hbv) and (hcv) viral infections, (2017).

Jamieson, 2015), J., Bocchini Jr, J. A., Hariri, S., Chesson, H., Curtis, C. R., Saraiya, M., ... & Centers for Disease Control and Prevention (CDC). (2015). Use of (BC) vaccine: updated, vaccination recommendations of the advisory committee on immunization practices.

Khan, A, Tareen, A.M, Ikram, A., Rahman, H., Wadood, A, Qasim, M, and Khan, K (2013). Prevalence of (HCV) among the young male blood donors of Quetta region of Balochistan, Pakistan virology, Journal , 10(1), 1.

Khan ,Wi, Sultana R. Rahman M, Akhtar H, Haq, JA. Ali, L. Mohsin. MA, Khan, AK: Viral hepatitis ,recent experiences from serological studies in Bangladash, Asian Pac. J. Alleergy, Immunol(2011).

Kourtis, A. P., Bulterys, M., Hu, D. J., & Jamieson, D. J. (2012). HCV–HBV coinfection—A global challenge. *New England Journal of Medicine*, 366(19), 1749-1752

Lavanchy, D. (2009). The global burden of hepatitis C. *Liver International* , 29(S1), 74-81.

Locarnini, S., Hatzakis, A., Chen, D. S., & Lok, A. (2015). Strategies to control hepatitis B: Public policy, epidemiology, vaccine and drugs. *Journal of hepatology*, 62(1), S76-S86

Mahmood, M. A., Khawar, S., Anjum, A. H., Ahmed, S. M., Rafiq, S., Nazir, I., & Usman, M. (2016). Prevalence of hepatitis B, C and infection in blood donors of Multan region. *Annals of King Edward Medical University*, 10(4).

Mohd Hanafiah, K., Groeger, J., Flaxman, A. D., & Wiersma, S. T. (2013). Global epidemiology of hepatitis C virus infection: New estimates of age-specific antibody to HCV seroprevalence. *Hepatology*, 57(4), 1333-1342

Messina, J. P., Humphreys, I., Flaxman, A., Brown, A., Cooke, G. S., Pybus, O. G., & Barnes, E. (2015). Global distribution and prevalence of hepatitis C virus genotypes. *Hepatology*, 61(1), 77-87.

National Survey of Pakistan (2007) National survey on prevalence of hepatitis B and C in general population of Pakistan (2007).

Ola.so, Odaibo.GN. - feto ,protein (HCV) and (HBV) infection in Negirian patients with primary hepatocellular Carcinoma, Niger, Med,(2007).51.35.5.

Umar, M., & Bilal, M. (2012). Hepatitis C, a mega menace: a Pakistani Perspective. *Journal of Pioneering Medical Sciences*, 2(2), 68.

UNICEF, B.C, Vaccination (2009): "Burden of pediatric hepatitis B, C, *World J Gastroenterol* (2009) November 28, 19 (44): 7880-7888

Uolk et al, Van Handel, M., Wolitski, R. J., Stryker, J. E., Hall, H. I., Prejean, J., & Valleroy, L. A. (2009). Vital signs: estimated percentages with indications Hepatitis BC for preexposure prophylaxis to prevent BC—United States.

World Health Organization (2004) Global burden of disease. GDB, for hepatitis C, *C.J- clin-pharmacol*(2004).

World Health Organization (2013). Global policy report on the prevention and control of viral hepatitis in WHO Member States. (World Health Organization).

World health organization/ WHA, World health Assembly (2010) 63.18 in recognition of viral hepatitis as a global public health Problem (7)

World Health Assembly Resolution (2010) 63.18.Viral Hepatitis. In: sixty-third world Health Assembly, Geneva, 11-12, 21 May 2010. Geneva: WHO, 2010(HYPERLINK "[http://apps.who.int/gb/ebwha/pdf-files/wha63-REC-en.pdf](http://apps.who.int/gb/ebwha/pdf-files/wha63-REC/WHA63-REC-en.pdf)" <http://apps.who.int/gb/ebwha/pdf-files/wha63-REC/WHA63-REC-en.pdf>-, accessed 29 February 2016).

HBV, HCV, International Innovation (2014): : Hepatitis BC ,Worldwide and in silent epidemic- data on disease including Incidence, transmission, prevention, and treatment", *Scientific World*, 2014"2014: 827849.doi:10.1155/2014/Epub.Jun 10

Zaidi, AK, Awasthi S, Desilva, HJ, Burden of infectious in South Asia, *BMT*. (2004).328:811-5.

Socio-Economic Problems Faced by Working Women: A Case Study of Agriculture Sector in District Mastung

By

BiBi Gul & Mohammad Yousuf

Abstract:

The main purpose of the study was to get it the issues and problems confronted by rustic working females in district Mustang. The purposes moreover involved distinguishing the key socio economic traits contributing to ladies place, security and safety, and to study women's participation in different exercises for family progressing, society and community. The study was limited to the rustic working ladies in agriculture sector of district Mustang. A mixed methods approach linking face to face questionnaire technique s and interview counting both open-ended and close-ended questions was selected for successful collect information from the respondents. Triangulation approaches was adjusted for setting up reliability and validity of the study. The study was founded on primary information collected from district Mustang to discover out the conceivable solutions for working ladies which could help them to overwhelm the problems that they confront in the work environment. The results of the study appeared that distinctive age gather of working ladies have diverse kinds of challenges and issues diverse groups single, married, single parent , separated, divorcee, have distinctive problems at stake in the working environment. A few issues are certainly communal, like physical and mental anxiety, need of suitable adjust between family and employment care, unjustifiable treatment in the working environment, worrying about life and working place discernment etc. But a few challenges are age or class particular, like stereotyped and thoughtful, security and safety problems, ego irritation with fellow worker, and issues of glass ceiling etc. A few solutions for issues troubling urban working ladies that could help them to overcome the issues that they face in the working environment are legitimate security and protection measures by the guardian/parent organizations, touchy and supportive partners at home, compelling kids care plans and suitable grievance redressal unfairness for ladies in place at the working environment.

Keywords: Working Women, Socio-economic problems, Agriculture sector.

Introduction:

Agriculture is the basic source of human development in the world. It plays a vital role in socio economic development of the countries. Most developing countries depend on agriculture. Because it requires low labor cost and normal manpower .in these countries woman also work shoulder to shoulder with man in agriculture farms but unfortunately, the living condition of woman is pathetic in agro based developing countries. They work hard but receive less income or their income is usurped by their man .The woman in developing countries lead a miserable life most of the population in developing countries is under severs poverty. The global improvement society has perceived that agriculture is a motor of development and destitution decrease in nations where it is the primary control of poor people But the rural area in many creating nations is failing to meet expectations, partially on the grounds that ladies, who speak to an essential asset in horticulture and the rustic economy through their parts as ranchers, workers and business visionaries, wherever confront more extreme limitations than men in access to gainful assets CITATION Che11 \l 1033 (Doss, 2011) .According to World Bank measurements 1.4 billion individuals live underneath the poverty line characterized by pay edge of 1.25 dollar for each day around the world. Worldwide Poverty is mostly a provincial wonder and around 900 million of the world's poor live in the rural territories The Food and Agricultural Organization of the United Nations (FAO) has additionally bolstered this reality. According to the FAO's 2002 report, 75 percent of the world's poor live in the local areas and are needy upon horticulture for their subsistence CITATION Far15 \l 1033 (Nosheen, 2015) .

Swaminathan, the well-known researcher depicts that it was lady who initially trained product plants and in this way started the craftsmanship and study of cultivating. While men went out hunting in looking for sustenance, ladies began gathering seeds from the local vegetation and started developing those of interest from the perspective of sustenance bolster, grain, fiber and fuel. Ladies have played and keep on playing a key part in the protection of essential life emotionally supportive networks, for example, arrive, water, greenery. They have ensured the soundness of the dirt through natural reusing and advanced harvest security through the upkeep of varietal differences and hereditary resistance. CITATION DrR11 \l 1033 (Lal & Khurana, 2011) The source of sampling design and sample size will ensure the soundness of the study almost 250 respondents will be selected simple Purposive Sampling survey. The age of respondents mixed 20 and minimum 50 working women

Different developing country Pakistan is among of them, with endless and changed rural division and essentially agricultural financial and social setup. Horticulture divisions have been and other hand will stay the pillar of its low-cost, same as provide 23.3 % towards the Gross Household Item (GDP). Lion's share of the populace specifically or by implication rest on agriculture and its worker 48 % of the labor force. Almost 70 % of populace in rural ranges depends on indirectly/directly on agriculture. It moreover almost 53 percent contributes in to remote trade profit, gives crude material to industries and serve as a showcase for mechanical merchandise. CITATION KHA12 \l 1033 (KHAN, SAJJAD, & HAMEED, 2012)

Pakistan is essentially an agro founded economy in a way that the best bit of financial resources is delivered by cultivating part. Agriculture division gives control compensation to masses and in addition sponsorships present day region by giving essential substance to it. Butt (2010) portrayed that collective of Pakistan populace come to 163.76 million in (08-2009), lion's offer of which depends on cultivating which rest the overall in its division of size work ingestion and business formation for (44 %)of masses. The Finance ministry of Pakistan 2004 in its survey of Economy o Pakistan uncovered that after much extension in agriculture fragment, regardless of all that it remains the greatest section of which contributes in economy (23.3%)to GDP by attracting 42.1% of the force work in year (2004) CITATION Gha14 \l 1033 (Yasmeen & begum, 2014) Agribusiness is spine of the Pakistan's economy. A noteworthy piece of the GDP contains that pay which is produced by the horticulture and agro-base exercises. Ladies are spine of the family unit economy and assume an exceptionally critical part in agro-base exercises in country regions CITATION DrR14 \l 1033 (Zaheer, Zeb, & Khatt, 2014)

According to FAO (Food And Agriculture Organization) highlights that provincial ladies have a high rate of investment and domesticated animal's creation not withstanding their residential obligations. They are exclusively in charge of weeding, seed cleaning, drying, and capacity of yields. They are likewise required in cotton picking and planning of prepared nourishments. Ladies from Kalat and Khuzdar districts have rich history and culture of utilizing therapeutic plants for treating numerous infirmities CITATION Far15 \l 1033 (Nosheen, 2015)

Objectives of the Study:

- To understand the socio-economic condition of working women in Agriculture sector in district Mustang.

- To analyze the social economic problems faced by working woman of agriculture sector.

Literature Review:

Agriculture:

The word agriculture is term of English it's taken from Latin word 'ager' or 'Agri' meaning culture' and 'soil' meaning progress i.e. agriculture is cultivation of soil in it contract sense. Agriculture, in any case, is an exceptionally wide term and it includes crop development, soil management, cultivate devices and rural engineering, creature cultivation, dairy and veterinary science piggery and poultry, , cultivation, fisheries, domestic ranger service and science.

Working Woman:

Woman is the key person of the society which is working in every sector of life woman is focus person in every work. Like other developing countries' ladies in Pakistan make critical commitments in horticulture, family and other rural exercises indirectly or directly. In spite of later increases in the extent of working women's the number of working women's is very little. The primary reason for the moo inclusion of ladies in financial exercises is different financial imperatives, which ruin women's cooperation in the work showcase. Hitched women's have a few commitments at domestic, they have to see after their children and perform many family chores. CITATION Gonnd \l 1033 (Gondal, n.d)

Socio-Economic Status:

This alludes to position of revamping which one finds in the general public. Such a position may not be innate but rather procured through individual endeavors like training, riches, occupation and social class.

Farming Agriculture:

Horticulture likewise called cultivating is the development of creatures, plants, parasites, and other life types of sustenance, fiber, befoul, sedate and different items used to support and upgrade human life.

Role of Rural Women in Agricultural Activities:

aides are energetic laborer not as it were in ranches and fields but they moreover finish such exercises as improvements of agrarian efficiency e.g. seed bed planning, weeding, collecting sifting, grain cleaning, nourishment capacity, house industry etc. detailed that Pakistani country ladies are not as it were included in family achievements but moreover included in rustic socio-economic exercises by adjusting administrations of edit generation.

Problems Faced by Rural Women:

Ladies commitment is measured to be lower in a nation not since of their slightest conceivable association than that of men but since their association goes unacknowledged, unrecorded and unrecognized. In reality, they are basically responsible for pre-cultivating and post-harvesting operations of nourishment crops obligatory for family vocation and their battle goes unrecognized and unpaid.

Women and Health:

In spite of the way that ladies' mortality and future rates give us a thought with respect to the full scale level photo of their wellbeing, the quality of any investigation of ladies' wellbeing and welfare would lie in acknowledgment of tremendously changing financial, social, and geopolitical setting of their life. Rethinking ladies' wellbeing contends that, as opposed to conventional epidemiological techniques for distinguishing the sickness and investigating its causes, we ought to start by recognizing the real fields and exercises that constitute ladies' lives and their effects on ladies' wellbeing and prosperity.

Finding Balance between Work and Personal Life:

The main problem of working woman is finding balance between work and personal life. the first and foremost that their families expected to full fill the demands of the house taking care of responsibilities the working woman simply cannot get out of taking time ,

Sexual Harassment A Global Problem:

Without uncertainty sex is the hugest indicator of Sexual Harassment. Despite the fact that the quantity of people who encounter Sexual Harassment at working environments and who record protests as per the lawful technique set down in their particular nations is expanding. Ladies are overwhelmingly the objectives of it and men are frequently culprits. In this manner in many parts of the world, lewd behavior is perceived as a difficult issue confronting specialists in their work environments CITATION Meh16 \l 1033 (Mehboob, 2016)

Work-related Psycho-social Issues in Agriculture:

Working in the farming part is known to be a physically and rationally requesting work. Inside the European agribusiness division, 42% of specialists revealed that work negatively affected their wellbeing. This is generously higher than the EU-27 normal of 25% . In Finland, a postal review of 555 homesteads found that 55% of respondents experienced worry in ranch work. This impeding effect that work can have on specialists' wellbeing is incompletely due to the diverse psychosocial dangers confronted by agriculturists and laborers in this segment, for example, long working hours, detachment, monetary vulnerability, arranging troubles, regulatory requests, and the

communication amongst stress and introduction to different physical dangers CITATION Vil10 \l 1033 (Vilkevicius, Januskevicius, Teoh, & Hassard, 2010)

Women Agricultural Workers:

The intangibility of ladies' work and its undervaluation in the advancement talks has been examined broadly. The low esteem and the societal position given to ladies' complex exercises, for example, residential work, tyke mind, and other compensated business including horticulture mirrors the fortification of sex imbalances at ideological and commonsense levels also. The open deliberation on part of ladies' local work and its esteem has started genuine 10 dialogs in and outside women's activist and scholarly circles. It has been evaluated that, the house work is proportional in incentive about 33% of the aggregate creation every year in a present day Economy. CITATION CUT04 \l 1033 (Thresia, 2004)

Traditional Agriculture Setup:

In our conventional farming set up, men and ladies work together; barely any instance of sex harassment happens. Other than the overarching religious and social traditions, this is clearly on the grounds that ladies in cultures work in gatherings, when they are out of their homes, and are regularly joined by the men of their family.

While doing this examination the researcher has taken into consideration the urban area of mustang. In her research there are 80 woman respondents. 80% women own their income. 55% woman used their income according to their own wishes. 84% owner satisfied with their work .and 100% working woman completed work with make partner.

Do you face any kind of problem as working women?

Yes, No

Which kind of problems?

Total Numbers of "Yes" 64

Reasons	Total	%
Physical	32	50%
Financial	24	38%
Mantel	8	13%
Another	0	0%
Total	64	100%

This study intended to find out the different kinds of problems faced by working women. Slightly more than half of the respondents answered

in “Yes” 64% who participated in the study indicated that they faced different kind of problems in field work. The respondent further asked to indicate their extent of agreement with various statements regarding the facing problems of working women of the working field

The table shows that 50% facing physical problems. On the other hand 38% percent problem and 13% facing mental problems.

Have you ever feel dishearten while working at field?

Total Numbers of “yes” 68

Reasons	Total	%
Health Problem	15	22%
House hold problem	10	15%
Affecting other relation	5	7%
Problem Unveil	20	29%
Problem of protection	12	18%
More working hours and less income	5	7%
lack of nutrition	1	1%
Total	68	100%

This study intended about what working women feel while working in the field. Slightly more than half of the respondents answered in “Yes” 68% who participated in the study indicated that ever they feel disheartened while working in the field. The respondent further asked to indicate their extent of agreement with various statements regarding the ever feel dishearten while working in the field. The table shows that 22% facing health problems. On the other hand 15% percent has household problem and 7%, affecting other relation some of them has 29% unveil problems and 18% has protection problems and in the end 1% facing lack of nutrition problems.

Research Method:

The descriptive research design will be used for this study. The research study to be conducted in district mustang It will be conducted in urban area of Mustang. Data assembly is crucial in research, as the data is meant to contribute to a better understanding of a theoretical framework. Almost 80respondents were selected from administering numerous of the sampling. The source of sample size and sampling design will ensure the soundness of the study almost 80 respondents will be selected simple Purposive Sampling survey. The age of respondents mixed 20 and minimum 50 working woman .The data will be collected by primary and secondary sources in primary resource it will be interviewed and make questionnaire. Furthermore, examination will be concurrently used as a significant tool of data collection. Descriptive statistical analysis will be done by finding frequencies, percentage, mean, median, correlation and standard deviation.

Conclusions:

The conclusions depend on the realities and results and drawn on the premise of attributes and attitude of the respondents. It is reasoned that the majority of the working women have predominantly financial thought in see while linking their administrations. They joined their services to shoulder the financial duty of the family to raise their expectation for everyday comforts. The wedded working ladies were blamed that their home and kids are ignoring by them because of their jobs. Most of the wedded respondents are confronting struggle with their in-laws and husband on the trouble of managing kids and house, trouble in going to family works. But in spite of these issues their in-laws are agreeable to their jobs in light of the fact that their winning is keeping up their costs. The general issues of the working ladies were inaccessibility of conveyance, unwanted working situations, inadequate salary. Doing work by a woman is measured as an issue of outrage in our society. They are also facing different issues by the society individuals, i.e., biases and under cognition that the employed ladies experience with regard to their status and role in the economic life. Regardless of those issues that they are facing, majority was completely happy with their jobs, and the vast majority of them were contributing their salaries to their family's costs.

Suggestions:

- The bad attitudes of the society individuals can be changed through awareness raising projects of media.
- Special transports and buses can be given to the employed women.
- Working situations should be better to some extent up to the desires of women.
- Extra allowances should to be given them to improving their interest in their jobs.

References:

BIBLIOGRAPHY \ 1033 Barati, A., Arab, R. O., & Masoumi, S. S. (n.d). Challenges and Problems Faced By Women Workers in India. *Human Resource Management* , 76-82.

Doss, C. (2011). *The role of women in. rome, italy: Agricultural Development Economics (ESA)*.

Gondal, A. H. (n.d). Women's Involvement In Earning Activities:Evidence From Rural Pakistan. *The Lahore Journal of Economics, Vol.8, No.2* , 123 - 136.

KHAN, M., SAJJAD, M., & HAMEED, B. (2012). Participation of women in agriculture activities in district peshawar. *Sarhad J. Agric.* , 121-127.

Lal, D. R., & Khurana, D. A. (2011). gender issues: The role of women in agriculture sectore. *Zenith International Journal of Business Economics & Management Research* , 29 to 39.

Mehboob, M. S. (2016). International Laws and Policies for Addressing Sexual. *International Research Journal of Interdisciplinary & Multidisciplinary* , 32 TO 43.

Nosheen, F. (2015). 'Women in Agriculture in Pakistan'. islamabad pakistan: food and agriculture organization of the united nations.

Thresia, C. U. (2004). *Women Workers in Agriculture*:. Thiruvananthapuram: Kerala Research Programme on Local Level Development.

Vilkevicius, G., Januskevicius, V., Teoh, K., & Hassard, J. (2010). *Psychosocial issues in the agriculture sector*. Retrieved from https://oshwiki.eu/wiki/Psychosocial_issues_in_the_agriculture_sector.

Zaheer, D. R., Zeb, A., & Khatt, S. W. (2014). Women participation in Agriculture in Pakistan (An overview of the constraint and problems faced by rural women). *IQSR journal of business and managment (IOSR-JBM)* , 1 to 4.

Pak Afghan Relations and War on Terror from 9/11 to 2014:

By

Nabila Nazish Dr. Abdul Manan Bazai

Abstract:

Pakistan and Afghanistan are very close neighbor to each other and sharing the border with the length of 2240km officially known as Durand line and even though the relations between two states never gone tranquil and unruffled despite of sharing conviction, denomination, creed, physiography, ethnicity, culture and religion. There is always the policy of mistrust, dissatisfaction, blaming, claiming, misconceptions, double policies and hatred between two Islamic brotherhood neighboring countries. As a drastic shift in international politics erupted after the incident of 9/11 which once again put Afghanistan into a colossal unrest. Consequently USA invaded Afghanistan and Pakistan being a front line ally of US in this war against terrorism ruined the relations of both countries. A series of tensions erupted between the relations of Afghanistan and Pakistan after 9/11, as a war launched against terrorism and Afghanistan considered as the hub of terrorism. Henceforth, war on terror turned the relations towards a blame game, but the terrorism is the issue of both countries. Despite terrorism both countries significantly have relations of trade, cultural and people to people contact. But terrorism made the relations a harsh turn.

Keywords: Pakistan, Afghanistan, war, terror, 9/11, relations.

Introduction:

The countries though neighboring or not, establish amicable relation for their national interests. As the countries in South Asia Afghanistan and Pakistan have relations some times of good nature and sometimes strange. But, the veracity of the fact is that both the countries share a large scale of cultural, religious and ethnical relations. The relations always stepped as according to the international and regional politics. CITATION Ewa90 \l 1033 (Ewan W Anderson, 1990) .The Geo-strategic and political importance of both countries cannot be denied, that is the reason they possess strange relations with each other. The historical perspective of Afghanistan shows that it became under the cloudy shadows of superpowers in history. The great game of Anglo-

Russia and the invasion of Red forces in Afghanistan drastically influenced Pakistan, in term of refuges and instability. CITATION Moh13 \l 1033 (Durrani, 2013)

The historical evidences traced that Pakistan faced radical effects from the Afghan turmoil. The Support of Mujahedin's against Soviet Union and the help for establishing Taliban government. But, the iota of the fact is that the 9/11 incident turned the whole structure of Afghanistan and also the relations of both countries to a large level. CITATION Moh07 \l 1033 (Hamid, 2007)

As the relations are concerned the diplomatic relation get worst during 2001 to 2014 that was the biggest problem for the entire region, that two countries which are affected of terrorism and extremism but are still not on track to counter their mutual threat. Both state were in the circumstance of war and suicide besieging was turned into a strategies by fear based oppressor starts to irritate both nations on connection making. The hoodlums made many issues in transit of Pak-Afghan connection the underlying period of west war on dread.

Despite the facts, both countries are affected of terrorism at the same time, but not come forward to resolve this menace from their countries. Diplomatic relations are one side where, the economic and political relations also remained under threat in various times. Afghanistan is landlocked country which never enjoys direct trade without Pakistan's land still as a neighbor country is failed to come in terms with Pakistan that is the biggest drawback of Afghanistan. Resultantly the crisis of relationships between both governments was impossible task. Both countries could not compromise with their wasted interest to cooperative with each other for mutual benefits. Thus both countries failed to formed cordial and bilateral relations. CITATION kha94 \l 1033 (Singh, 1994)

The war against terrorism spoiled the relations and the failure of both countries negotiations for establishing amicable relations made the ties worse. Relations of both countries are on such a stage because of terrorism that there is no way to articulate new phase in their relations. The steps has taken for cordial relations on diplomatic level but resulted in failure. The political stakeholders of both countries also visited along with their military leadership for exchanging mutual trust and developing new dimension but all get ruined as soon as the visits result.

Henceforth, the leadership of both countries could not ease the relation; an allegation game erupted between these two countries that spoiled the relations during 2008 until today. However, the issue which

occurred during this period was extremely threatening for both countries. After 2012 a blame game started by both countries for disturbing the internal security of each other. The blame game decayed the relation on mutual trust and cooperation, which is in the interest of both countries. CITATION sae11 \l 1033 (Shafqat, 2011)

Research Objectives:

The present study hence to explores the relations between Pakistan and Afghanistan in the context of war on terror from 9/11 to 2014 the main objectives of the research is to know the reasons which are responsible for the harsh, bitter, unfriendly connections between the two neighboring states in spite of being brotherhood countries as well and also sharing the same culture, customs, religion, language, and same traditions etc. but the bondage between Pakistan and Afghanistan never gone smooth, friendly, cooperative, supportive, cordial, and peaceful and even though from the historical point of view the relations always became a target of claims and blames. The mistrust and misconceptions between two states became more weakened and doubtful after the incident of 9/11 when the war on terror was started which brought both countries on the peak of hatred after this incident the relations got more painful and due to 9/11 the level of mistrust increased between them the objectives of the study will work on the issue of war on terror the study will bring out the issue of war on terror and the stance of Pakistan on the relations of both countries.

The study will also bring out the factors which are responsible for the worst relations between Pakistan and Afghanistan. The study will highlight the main features of reaction in the context of war on terrorism from 2001 till 2014.

Research Questions:

How far war on terror after 9/11 incident effected Pak and Afghan relations?

Literature Review:

The governments in Afghanistan before the partition of Indo-Pakistan sub-continent were used to be under the British, where the British used the country as buffer zone. British against the Russian Czarist used Afghanistan as the shield to stop the influence in South Asia. Thus this partition of sub-continent became a hostile hub between Afghanistan and Pakistan. The issues with Afghanistan erupted with the Durand line. This border could not consider as the permanent border between both countries as friendly. The hostile approaches over border find on both sides that is the main antagonistic spot the relations of both

countries. That are the reasons the influence is upon the geo-strategic and political sphere of both countries in term of relations. CITATION Wah01 \ 1033 (Zaman, 2001)

The relations of both countries has great scale of mistrust, the blame game and interfering accusations in each other's internal affairs. In the past chapters and in contemporary scenario Pakistan accuses Afghanistan for proving safe havens to the Baloch nationalist and the Islamic militants. The Pakistanis additionally insinuate the way that Afghanistan was the main nation that had opposed Pakistan's enrollment of the United Nations and that as of late as the comrade administration in Afghanistan it had nearer relations with India than with Pakistan CITATION Ric031 \ 1033 (logge, 2003)

The expanding Indian impact in Afghanistan in the present setting additionally adds to Pakistan's worries. Afghanistan says that Pakistan upheld the Afghan Taliban in the 1990s, and gave asylum and safe house to them later in its tribal zones and different parts, for example, Quetta from where they, alongside Pakistani Taliban, have regrouped and propelled assaults on Afghan, US and NATO strengths. CITATION Kas08 \ 1033 (Widar, 2008)

A few Afghans additionally scrutinize Pakistan's part in the Soviet-Afghan war when Pakistan's military ruler Gen Ziaul Haq had advanced jihad in Afghanistan, subsidized a great many madrassas, furnished local Islamist associations, and in the handle mobilized and radicalized the fringe area. Other Afghan concerns identify with Pakistan's concentrate on just managing Pashtun pioneers in Afghanistan, interfering in Afghanistan undertakings and not treating the nation on equivalent premise.

Pakistan then again confronted burden of endorses on her atomic program, a stage that showed American lack of concern towards her previous partner once her objectives had been accomplished while Afghanistan was taken off alone to manage the savage infighting that took after the soviet withdrawal and the huge assignment of reproduction. Pakistan's protection experts and arrangement producers fear repeat of such a vacuum in the consequence of U.S exit from the war torn Afghanistan. The vacuum would then be filled by the Indian impact as she has been assuming an exceptionally dynamic part in Afghanistan with the unsaid expectation of countering Pakistan's impact in the nation. CITATION Ric03 \ 1033 (Logge, 2003)

Ten years of Pakistan's dynamic contribution in the Afghan war as the "cutting edge state" influenced the social texture of Pakistan. It contrarily affected and captivated certain politico religious fragments of the Pakistani society. Amid this period, Pakistan additionally endured outrageous inside shakiness because of incognito demonstrations of subversions by Soviet and Indian knowledge

organizations. There were a large number of bomb impacts in trains, transports, railroad stations, malls and other open spots bringing about vast quantities of regular citizen setbacks. There was likewise an ascent in political polarization because of proceeded with administration by the military administration and expanded flimsiness because of the presentation of another marvel of ethnic and partisan viciousness. CITATION Qir00 \l 1033 (Hadid, 2000)

The region is under the threat because of the war on terror, the most sensitive and important reality is that the relations can bring instability in the region. The main component of the hostile relations between Afghanistan and Pakistan is a threat to the stability of region. The ups and downs in the relations of Pakistan and Afghanistan are due to the border management issues, which have their direct impacts on the security of both states. The war on terror brought the western powers and their presence in the greater interest of Afghanistan and Pakistan. The border issues made extremely antagonistic the relations, where the borders are affecting the trade of both countries. These troubles are threat to the regional stability and peace. CITATION Umb12 \l 1033 (Javeed, 2012)

The relations with Afghanistan always traced as from the intervention of superpowers in Afghanistan, this is quite clear that the national security of Pakistan is under threat from neighboring country. The scenario after 9/11 with Afghanistan once again changed, where Pakistan again became an important ally of US in war against terrorism. This shift in the policy of Pakistan made the relations different with Afghanistan, where Pakistan was keen supporter of Taliban regime. CITATION Mus09 \l 1033 (Habib, 2009)

Pakistan in context of war on terror made the situation quite different when it provided all sorts of assistance to the US government against Afghanistan. These all initiatives were taken by Pakistan just for countering terrorism. Air Bases and land access were given to United States from Pakistan to Afghanistan, as the terrorism turned towards Pakistan. This can be judged from the facts that Pakistan involved its self in a foreign war. War on terror understood by the Muslims and Taliban that it is war against Islam, which made Taliban antagonistic of Pakistan. Today Pakistan is facing any sort of security challenges from western side are due to Afghanistan's instability, for that sake Pakistan always tried its best for political, economic and military stability of Afghanistan. CITATION Saq06 \l 1033 (Nilum, 2006)

War on terror created a conflict in Afghanistan and instability in the region after the great tragic incident of 9/11; this made the entire region huge chaos and security risk. Pakistan played its role with great

concerns to bring stability in the country. Pakistan after the incident accepted a huge influx of refugees that is the larger acceptance country to give shelter to the refugees. The role of Pakistan is important in sphere of relations with Afghanistan. But what Pakistan received from Afghanistan that is thrilling. CITATION Hal05 \l 1033 (Askari, 2005)

The iota of the fact is that Pakistan has meaningful geostrategic and geopolitical importance for Afghanistan. In the context Afghan government must come forward to establish good relation with Pakistan. Though war on terror and the terrorists activities are the chief hurdles on the way of cordial relations, but Afghanistan have to accept the reality that it's, trade and business is possible through Pakistan. In order to make relations because Pakistan is the gate way to the rich resources land of central Asia and landlocked Afghanistan. CITATION Mal11 \l 1033 (Noorin, 2011)

In the changed scenario of Afghanistan where the Indian influence has been increased with speed, which became a threat for Pakistan. This is clear from the historic assumptions that both Afghanistan and India have closer ties and come close against Pakistan in any forum. The relationship of India and Afghanistan was an alarming situation for Pakistan, where India established closer relationship with Hamid Karzai government. The growing relations of India and Afghanistan are from the reasons that India is a growing economy which provided huge bunch of economic aid to the Afghan government. The Indian government has given more than 1 billion US dollars to Afghanistan in 2001 and where Pakistan has given 150 US dollar which is less than Indian financial support. CITATION Waq09 \l 1033 (Durrani, 2009)

In context of Indian and Afghanistan relations, Pakistan tried to stop Indian trading which are passing from the land of Pakistan. The new Afghan Transit Trade Agreement guarantees to explain the issue of travel of Indian products through Pakistani region. The terms of this get to are being arranged. India even volunteered to give security help and preparing to the Afghan National Army, yet that is esteemed as fiery by both the Kabul government and the U.S. as Islamabad will be incited. Besides, Pakistan responded brutally to India's reviving of its departments in Herat, Kandahar, Mezar-e Sharif, and Jalalabad in 2002, guaranteeing that they would give cover to Indian undercover work against Pakistan. CITATION Ham14 \l 1033 (Khan H. , 2014)

Terrorism is the common issue of countries, the extremism, religious violence and sectarianism and violence in both countries are its examples, where Pakistan and Afghanistan needs to come for settling their issues with cooperation and support. However, the similar issues

of both countries are put behind, that is the threat for both countries. Here the question raised that why despite the facts Pakistan and Afghanistan have common issues but are failed to cooperate in their bilateral issues. The relationships are in troubled stances, where both the governments accuse each other for spoiling their internal situations. CITATION Abd111 \l 1033 (Wadood, 2011)

The issues of accusation is that from the side of Afghanistan that the terrorists come from Pakistan and Pakistan is behind the Taliban's to create chaos and instability in Afghanistan, at the same time Pakistan blame Afghanistan for providing Baloch Nationalist safe heaven and the Taliban. The issues of both countries in term of accusation are the Border, which is eminent on the name of Durand line. The scholars and writers argued that Durand is the basic issue between Pakistan and Afghanistan for accusation, however, the Durand line agreement was for 100 years between British and Afghanistan and the time period has lasted in 1993. Today the issues are erupting and are not moving for peace and friendly relations is because of the border issues.

The relations of Hamid Karzai with India were not as cordial as they are today, and the Afghanistan was because and prosperous during that era. When the Indian government moved to establish interest based relations with India from 2007, from Pakistani officials cleared their stance that Indian influence in Afghanistan is a national security threat of Pakistan. India made the relations of Afghanistan and Pakistan more danger. The Indian consulates and the military training of Afghan forces made Pakistan to rethink on relations with Afghanistan on strategic importance. CITATION Asa12 \l 1033 (Baloch, 2012)

The relations of Pakistan and Afghanistan along with United States is that the latter and Afghan governments are interested to talk with Taliban for preventing their insurgency and come for peace negotiations. But the response of Afghan Taliban is that they need the US to leave their land. Moreover, the US and Afghan governments accuse Pakistan for sheltering Afghan Taliban in their land, in this regards Pakistan must come to bring Taliban on negotiations.

The United States likewise recognizes the positive pattern and expanded collaboration amongst Pakistan and Afghanistan and has guaranteed to proceed with its support in bringing the two much nearer to guarantee territorial peace. Taking after the withdrawal of the majority of global strengths from Afghanistan before the current month's over, experts see regularly rough ties amongst Islamabad and Kabul transitioning from a relationship of question into more prominent counter-fear mongering participation and reclamation of shared trust.

The choice was declared to take up arms against the Taliban and Al Qaeda in retaliation for the 9/11 assaults. In tune, the US media was requiring a military mediation against Afghanistan. Scarcely four weeks after the fact, on the seventh of October, Afghanistan was bombarded and attacked by US troops. Americans were persuaded that the choice to go to war had been gone up against the off the cuff, on the night of September 11, in light of the assaults and their disastrous results. CITATION Ron04 \l 1033 (Pitras, 2004)

Little did people in general understand that an expansive scale theater war is never arranged and executed in a matter of weeks? The choice to dispatch a war and send troops to Afghanistan had been taken well ahead of time of 9/11. The "psychological militant, enormous, loss delivering occasion served to stir general assessment in support of a war motivation which was at that point in its last arranging stage.

A turning point witnessed in Pak-Afghan relation during Zardri government. In this regards a Jirga was called which was comprised of 700 people from both sides that was named as the Afghan peace Jirga. All the great leaders of both countries come to a point to settle their relations and bring peace and stability in Afghanistan. Pakistan's mammoth role in this Jirga was that both the president and Prime Minister were present in Jirga. This Jirga aimed to combat terrorism from both countries with cordial and cooperation of both sides. CITATION Ish14 \l 1033 (Dar, 2014)

Brief History of Pak-Afghan Relations:

Pak and Afghanistan are very close neighbors to each other and sharing the border officially known as Durand line but unfortunately the relations between two states never gone tranquil despite of sharing conviction, denomination, creed, physiography, ethnicity, and culture. After independence Pakistan was facing huge thread from India then suddenly Afghanistan showed its real face to Pakistan and enhances the frail security environment the new and very new existence of Pakistan. History is responsible for the unfriendly relations or approach between them. There are many issues which could be raised from the history of the relations like the issue of Durand line and the issue of Pakhtunistan.

The nature of the relationship from the very outset has been very intense and complicated. When Pakistan appeared on the surface of the world map, there was no any other country that objected to its existence, but Afghanistan. It became the first and the only country in the world to object to the inclusion of the former in the United Nations and voted against it. In spite of this, yet Pakistan did not want to make

an enemy in its backyard, therefore, friendly gestures were shown to appease Afghanistan and being a Muslim country establish strong relations rather than being enemies within the same faith.

The reason why the latter did not accept Pakistan and did not recognize it at the outset was the fact that most of the agreements that Afghanistan had reached were with the British and it did not see Pakistan as a legitimate inheritor of all those agreements and regarded them as null and void, but Pakistan wanted to maintain those agreements as a part of its inheritance from the British empire. The relations got even more complicated when a mixture of statements and controversies were seen in the Afghan politics and its narrative toward Pakistan. CITATION Man77 \l 1033 (Mansergh 1977)

The invasion of Soviet Union brought a wrath on the civilians of Afghanistan. Humanity was under oppression at the hands of the red army. In spite of the fact that for most of the part, Afghanistan had remained an enemy to Pakistan, yet Pakistan hosted the largest refugee crisis in the world after the refugee crisis of the world war the second. Facing oppression and massacres, the Afghan refugees began to flee and take refuge in Pakistan. Pakistan's diplomatic and political morale got high as it hosted the largest refugee camps in the world.

Above five million refugees took shelter in Pakistani camps. They were not only protected from the communist forces, but they were given every possible facility under the international law. Since then, many of them have returned to their homes, still a large number of them are living in Pakistan, mostly in Khyber Pakhtunkhwa and Quetta. Quetta hosts the largest number of refugees in Balochistan. CITATION NUn12 \l 1033 (Underhill 2012)

Relations in the Context of War on Terror:

There is no denying the fact that Pakistan and Afghanistan are bonded by religion, culture and history. Their differences cannot eradicate the fact that they are twin brothers and they have to remain so. Though, the lack of political far sightedness and lack of trust upon each other has driven them toward animosity and hostility. Their relations in this chapter are given in the context of the war on terror. Following are the main outlines of their mutual relations both in the positive and negative aspects.

Tensions in the borders have not yet ceased to exist because of a variety of factors. Afghanistan is still not in the mood to recognize the Durand Line as the permanent border between them. Cross border terrorism, to add further in the tensions, is increasing with the passage of time. There is not a single reason behind the tensions keeping the

borders in view. Reluctance of Afghanistan to accept the border is not the only reason behind the growing tensions. As a matter of concern, the geography is a key factor that must not be ignored when the border of Durand Line is debated. CITATION Pak17 \l 1033 (Pak-Afghan border tensions costing millions MAR 16, 2017)

The terrain of this region is very intense with multiple series of mountains which provide a natural barrier to the security forces to launch operations in these areas to get rid of the terrorists. Thus, the terrorists use these places as their hideouts and operate from there. The border areas is 2252 km which is very vast for these backward countries to safely guard it or at least technologically monitor it or give it surveillance entirely CITATION Muh01 \l 1033 (Zaman, 2001) . Taking advantage of these weaknesses, the militants use the cross border techniques to carry out their attacks. They use these mountains and their hideouts to operate and then go to Afghanistan and engage in terrorism and come back and CITATION Hum121 \l 1033 (Javeed, 2012) CITATION Hus09 \l 1033 (Habib, 2009) hide and vice versa.

The area is very large both for the armies to police it entirely making it very arduous to track down the militants. The results of the cross border terrorism often fall upon either the civilian traffic or upon the trade. In the case of any attack on either side of the border, the traffic for all kinds of civilians is halted sometimes even for weeks while the closure of the border badly affects trade in the mutual context. The Afghan side of the border is the main cause of the troubles. Since the government of Afghanistan is too weak to establish its writ in the bordering areas that fall into its own jurisdiction, the regions like Kunar have become easy and safe places for the militants to hide and operate from there. CITATION Tah17 \l 1033 (Khan 23, Febraury 2017)

War on Terror and Pak-Afghan Ties from 9/11 to 2014:

The phenomenon of terrorism became one of the greatest threats to the security of international security structure. As it practiced in one or another means by the groups and individuals. The phenomenon became a terminology after the tragic incident of 9/11. The powers and countries affecting by this menace came to point to launch a series of war against terrorism. However, the historical facts argued that terrorism in various times has been used as tactics by groups, individuals and organizations for their basic motives and needs. CITATION DrS11 \l 1033 (Dr, 2011)

As far as, the term terrorism and terrorist is concerned the scholars assumed it in different means, the term get popularity from French

revolution, where the people means the anarchist groups involved in various activities against their Kings. In mean time the nationalists groups also were in front against the imperialists in various countries to fight the policies and colonizers. But, the phenomenon of terrorism gets its strong holds after the tragic incident of 9/11, where the great powers launched a war against terrorism globally. CITATION Ahr05 \l 1033 (Khan, 2005)

The global war on terrorism, assumed to the military, overt and covert activities operations of US led operations against terrorists internationally. But, the core center was targeted by US was Afghanistan, where Pakistan supposed to be the ally of US on war on terror. Obviously, the decision against fighting war on terror was launched after the event of 9/11, in order to this the entire dimensions of the security expertise changed. A war was launched against terrorism, in various countries and individuals which is still a lingering threat to the international security.

The global war on terror significantly brings the capabilities and efforts of states, though politically, legally, ideologically and militarily fight terrorism and terrorist which are threat to humanity. The war also focused on states which are supporting terrorism, and are threatening the security of world directly or indirectly. But, the Al Qaida and Taliban in Afghanistan and Middle East became the focal agenda of the states that are intended to fight terrorism. In order to this the states like Afghanistan and Iraq become the center of war. However, Pakistan's as frontline ally of US in this war manipulated its security risks to fight Afghanistan. CITATION Placeholder1 \l 1033 (Khan A. , 2013)

Conclusion:

The countries in South Asia Pakistan and Afghanistan are two important countries and their relations have also immense impacts on the regional politics. As a war launched against terrorism which diverted the entire security structure globally but relations and the policies of Pakistan and Afghanistan with each other also get changed with the incident of 9/11. In the chapters of history both Pakistan and Afghanistan shared strange and tense relations but both the countries must not put behind the facts that their geographical significance does not allow them to made spoiled relations.

Notwithstanding, Pakistan and Afghanistan relations became in a dynamic position after the tragic incident of 9/11. A war was launched globally to counter terrorism which is a direct threat to humanity from all over. Both Pakistan and Afghanistan relations were not amicable in past but this tragic event made the situation worse by many means. In this critical juncture both Pakistan and Afghanistan must not forget the

reality of the geographical influence of each other. The regional dynamics also get changed after 9/11, in this state of affairs the relations between Pakistan and Afghanistan became strange as the influence of other countries their roots in Afghanistan. The situation of Afghanistan painted many new realities that many actors involved in Afghanistan. Nevertheless, the dire need is that both countries should realize the nature of foreign actors in Afghanistan for spoiling the relations of both countries.

The war against terrorism in both countries dynamically shifted the agenda of both countries to larger scale. The malicious game of blaming each other over terrorism created a huge mistrust between the two countries. On one side Afghanistan blamed Pakistan for interfering in its internal affairs to manipulate the terrorist to fight Afghanistan to create unrest in the country. But at same time Pakistan blame Afghanistan for providing save heavens to the terrorist to create instability and insecurity in Pakistan. The situation over the relation of both countries and this blame game position is not in favor of both countries. The agenda of the terrorist in Pakistan and Afghanistan is same to establish their own rule in both countries that is Islamic dynasty. Instability in Afghanistan is not in favor of Pakistan so in this state of affairs Pakistan must take strong initiatives to support Afghanistan to create stability and peace in the country. Therefore, terrorism is the issue of both countries here both countries should settle a parameter to counter terrorism. As an appetizer, they could emphasis on those matters that stalled the talks on the planned, Strategic Partnership Agreement. Until both countries focus on determining the aggravations amid them, the idea of a calculated partnership between Afghanistan and Pakistan appears problematic, particularly earlier the imminent departure.

Though, the confidence and trusted relationship between two countries is the paramount for the regional stability and peace and also is in the greater interest of both countries. The position in bilateral relations both Pakistan and Afghanistan must move to create peace and stability in their relations. The important factor in the bilateral relations of both countries is that the global shift was over war on terror, so the war against terrorism must not be cashed by any one the countries. Though a decade and half years war on terror spoiled the relation internally and externally of both countries. But the iota of the fact is that with the US and NATO withdrawal terrorism must be the dire threatening force in the region that is not in the interest of both countries. The veracity of the fact is that it's true that the harsh and better history cannot be ease soon but future is waiting for peace and stability. Furthermost prominently, the optimistic impetus produced must be reserved active to substitute collaboration and create universal, recognized relations for maintainable cooperation in all arenas for their people's prosperity.

References:

- BIBLIOGRAPHY \ 1033** Askari, H. (2005). War on terror and Pak-Afghan relations. *Pak Institute for security Studies*, 12-17.
- Baloch, A. (2012). Afghan issue and the instability in Pakistan . *Educational Journal*, 7-13.
- Dar, I. (2014). Pakistan and Afghanistan in the climax of war on terror. *Power Strageties*, 7-11.
- Dr, S. A. (2011). Global War on Terror: the cost Pakistan is paying. *Margalla Papers* , 13-17.
- Durrani, M. u. (2013). Pakistan Afgan relations. *the dialogue*, 13 to18.
- Ewan W Anderson. (1990). *The culture basic of Afghanistan nationalism*. England: Nancy hatch dupree printer.
- Habib, H. (2009). Pakistan and Afgahnistan after 9/11. *Margalla*, 12-16.
- Hadid, Q. U. (2000). Pakistan in war with Afghanistan despite the stakhlders of war on terror. *Peace Studies*, 22-27.
- Hamid, M. (2007). *The reluctant fundamentalist*. Newyork: houghton mifflin hurcourt.
- Javeed, H. (2012). The conflicts with Afgahnistan and the relations after war on terror. *Punjab University*, 8-12.
- Khan, A. (2005). Pakistan-Afgahnistan Relations: Historic Mirror . *The dialogue* , 6-11.
- Khan, A. (2013). Pakistan-Afghanistan Relations: Post 2014 Challenges. *Strategic Studies*, 9-18.
- Khan, H. (2014). The Afghan Issue and Pakistan relations. *FATA peace institute* , 6-9.
- Khan, T. A. (23, Febraury 2017). Afghan envoy demands reopening of Pak-Afghan border. *The Express Tribune* .
- logge, R. (2003). *Afghanistan and the reltions with world powers*. london: Roeter.

- Mansergh, N. (1977). Document No. 384: Confidential Telegram from Mr. Bevin (Secretary of State) to Sir G. Squire (British Minister in Kabul) dated 5 August 5, 1947. *The Transfer of Power* . 12.
- (MAR 16, 2017). Pak-Afghan border tensions costing millions .
- Nilum, S. (2006). War on terror and the new diplomatic shift in the US, NATO towards Pakistan and Afghanistan. *Social studies*, 5-13.
- Noorin, M. (2011). Pakistan in a threat from Afghanistan's instability . *Power*, 6-11.
- Pitras, R. (2004). 9/11 and the south asian security . *Political Reviews*, 8-12.
- Shafqat, s. (2011). *Pakistan Afghanistan and US relations implications and future direction*. lahore: centre for public policy and governance.
- Singh, k. (1994). *Train to pakistan*. new dehli: grove press.
- Underhill, N. (2012). *Countering Global Terrorism and Insurgency: Calculating the Risk of State failure in Afghanistan, Pakistan and Iraq* . New York: Routledge .
- Wadood, A. (2011). Terrorism in Pakistan and Afghanistan. *Peace institute* , 13-20.
- Widar, C. (2008). Relations Between Pakistan and Afghanistan: In context to war on terror. *Peace Studies*, 9-14.
- Zaman, M. (2001). The Afghan issues, in the context of war on terror and the relations with Pakistan. *Social and Political Journal*, 12-19.

Obstacles towards Parliamentary Politics:

A Case Study of Pakistan

By

Asmatullah , Dr. Abdul Manan Bazai

Abstract:

In political history of Pakistan, Parliamentary majority rule government in Pakistan demonstrates that there exist many elements which have hindered the development of parliamentary legislative issues in Pakistan. The primary highlights of the Pakistani country indicate significant issues of vote based system. At time majority rules system and participatory administration are either absolutely non-presence or their quality is poor. In this research work the researcher tries to analyze the imbalances in all working intuitions and hurdles before its implications and its results in a sense of unemployment, terrorism etc. moreover researcher consulted both primary and secondary sources to get results for the solution of the said problem

Keywords: Institutional awkwardness, military mediation lawmakers, Destitution and Unemployment etc.

Introduction:

No doubt that parliamentary politics in Pakistan has faced many hurdles and challenges from its early inception .The founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah wanted to establish a true durable, democratic system in Pakistan which could protect democracy to grow and develop In a benevolent way. The founder of Pakistan Quaid-e-Azam Muhammad Ali Jinnah and Liaqat Ali khan died In the early days of our independence .Their successors did not follow their footsteps and indulged in the evils of corruption and self-oriented politics .They had given preference to their personal cause rather than following our national interests.

Institutional Awkwardness Imbalances:

We got the issue of Institutional awkwardness at the season of our freedom. As contrast with legislative issues and vote based establishments, the state contraption i.e. the organization, the military and the insight administrations, was more composed and grew besides, the principal break constitution 1947, also reinforced administration and dictator administration. This awkwardness was fortified by two entomb related patterns in political space.

To start with, the procedure of political rot was placed in movement not long after our initial freedom. The political party which drove the autonomy development needed adequate authority and association for state and country building. An expansive number of Muslim group pioneers had medieval foundation. Indeed, even the originator of Muslim group nawab saleemullah Khan and nawab waqar – ul mulk (Nawab's of Bengals) were medieval propelled by individual and power aspiration as opposed to building the gathering as a suitable association which would be fit for remaining without anyone else feet. Other political gatherings likewise experienced comparative issue of personal stake legislators and sloppiness. Subsequently, the political gatherings of Pakistan neglected to speak to a decent and reasonable vote based standards and qualities in the nation. (Held, 1995).

Essentially, the essayist Ayesha Siddiqi in his book, *The Military Inc.*; says,

“Second, the military and administration kept up their big-hearted teach, wise association and better soul. The fundamental regulatory issues in early beginning drove the regular citizen government to look for the help of the military and administration. Pakistan's security issue with India and the primary Kashmir war amplified and reinforce the military's position in the nation. After that war, all Pakistani regular citizen government bolstered a solid protection and security. On the opposite side, Pakistan's investment in the U.S supported military unions in 1950, additionally fortify the position of military in Pakistan” (Stockman, 2013).

Reasons for Military Mediation in Pakistan:

There are a few causes which are in charge of military intercession and its achievement in the parliamentary legislative issues of Pakistan.

In any case, the essayist, Anatol Lieven, in his book; *Pakistan a Hard Country*; says,

The most importantly reason which open the entryway of intercession to military

In governmental issues is security issue most likely that Pakistan is a security state, confronting danger from India, Iran and Afghanistan. The principal Kashmir war and the hindered of water boosted the significance military in Pakistan. In any case, the teachings and fortification of military inspired the ordinary citizens of Pakistan and they watched a beam of expectation in military instead of debasement government officials. From our autonomy till now, we have battled four noteworthy wars against India. We share seven noteworthy issues with India. Be that as it may, to handle Indian danger we require a preeminent and sovereign military power that is the reason military has got more place and significance in Pakistan than government officials. Our government officials are unable to consider our national issues. They just concentrate to their greatest advantage and gathering governmental issues. In this sort of intense circumstance military has turned out to be the main establishment to secure our outskirt and power. Directly, we are confronting indeterminate relations connection with Afghanistan and Iran. Afghan land has been utilizing against Pakistan. Our adversary has made their perpetual stations in Afghanistan they are sending and working psychological militant from Afghan land. On the opposite side, we have questionable relations with Iran, after Iranian unrest of 1979. However in this sort of circumstance the general population of Pakistan requires a solid and helpful military power. Most likely that security risk has promoted the position of military in Pakistan. (Stockman, 2013)

Another explanation behind military takeover is its remote help and support. The tyrant administrations have seen the help of American and European nations.

In this viewpoint the essayist, Ayesha Jalal, in her book; *the battle For Pakistan: A Muslim Homeland and Global Perspective*; Published on November 30, 2016, says,

Amid the time of Afghan war of (1979) American urgently required the help and participation of Pakistan. They utilized the land and individuals of Pakistan to crush Soviet Union in Afghanistan. Be that as it may, it was troublesome for them to pick up the help of Parliament and government officials. That is the reason they upheld the administration of general Zia who gave them every last sort of help and help for 10 years. Amid this period America overlooked the legislators of Pakistan and they bolstered military administration which helped her in Afghan war.

In the beginning of Musharraf administration, America was against the overthrow of Musharraf, nonetheless after the shocking episode of 9/11, when American chose to assault Afghanistan then they required

the help of Pakistan by and by. After 2001 American upheld the Government of general Musharraf who gave them bolster against Taliban and AL-Qaeda.

Almost certainly that outside help and support is one of the reason which gave sheltered and smooth way to military to set up their administration in Pakistan. Another reason and upper hand of military for building up their Government in Pakistan is their train and fruitful charge. Pakistan Army is a standout amongst other Army in the World. They have solid summon and control program .Their prosperity and prevalence has constantly won the core of individuals .Army is the last beam of expectation in Pakistan. They are attaching nations like India, Russia and Israel from most recent five decades. As contrast with lawmakers, armed force has dependably reinforced our national uprightness, they have put the national reason on the best. In any case it is one of the greatest achievements of military in Pakistan. Before 1970, Pakistan Army was out of the governmental issues of parliament. Be that as it may it was Z. A. Bhutto who gave opportunity to military to build up their political wing. After the appalling occurrence of fall of Dhaka military and insight organizations began meddling in the legislative issues of Pakistan. They built up their political wing and bolstered those government officials who worked for them. They built up their own particular political gatherings and executed their well amid political and popularity based Govt. In every single race armed force meddled and presented those government officials who worked for military Generals. It's implied that still military has a colossal and awesome part in the popularity based governmental issues of Pakistan. They have investigated every possibility to reinforce their position in the Parliamentary legislative issues of Pakistan. With the progression of time military hosts set up those political gatherings who actualized their well on popularity based administration. Each dedicator has seen the assistance and support of a political gathering keeping in mind the end goal to legitimize his administration. (Chitkara, 1998).

Weaknesses of Lawmakers:

Absence of administration or shortcomings of government officials is another reason which is in charge of the disappointment of parliamentary legislative issues in Pakistan. After the early passing of Jinnah and liaqat Ali Khan, we did no discover a pioneer to satisfy their places, whatever is left of pioneers of the Muslim association turned out to be narrow minded who favored their personal stake on national reason. Another explanation behind the disappointment of initiative is that nearly the pioneers of Muslim group were primitive. They actualized their feudalistic contemplations and disregarded the fundamental standards and estimations of majority rule government.

So also, the author A.G Noorani in his Book; *The Kashmir Dispute; 1947-2012*, says,

By and by, in the event that we see, our 90% authority of political gatherings is primitive, sardars and Khans. A solitary primitive can settle on the choice a huge number of individuals who are working under him. On the opposite side, the sardars and khans of Balochistan and Khyber pushtoonkhwa have caught the will of a large number of individuals. From 1947 up to now there are couple of families who have caught the parliamentary governmental issues of Pakistan. What's more, the working class individuals are unfit to crush the hundreds of years old medieval, sardars and Khan.

These medieval have likewise solid ties with military and organization. They run their governmental issues through the coordinated effort of Army and administration. The hundreds of years old medieval and sardar are against any progressive changes and they have kept the everyday citizens of Pakistan as their own slaves. Poor people who are living for the land and sake of primitive are limited to make their choice for their lord. Presumably that Sardarism, Nawabism and feudalism are one of the greatest obstacles before parliamentary legislative issues in Pakistan.

Our primitive and sardas have kept the ordinary citizens has uneducated and unconscious just about 50% of our populaces uneducated. It ought to be noticed that vote based system is an effective type of Govt., just in those nations who have high education rate. Majority rules system is the Govt., of instructed individuals where each individual has the privilege with the expectation of complimentary play. Shockingly, in Pakistan, because of absence of educated individuals our basic masses cast their votes in favor of those individuals who utilized out of line courses in race. It is simple for dubious government officials to swindle an uneducated voter effectively.

Partial Election Network:

Uncalled for decision network is another reason in charge of the disappointment of parliamentary legislative issues. In Pakistan, the race commission is commandeered by military or organization that present parliamentarians of their won will. On the off chance that we see the historical backdrop of races in Pakistan so we can't discover a decision which is free from ragging and personalization. The military and knowledge organizations have a gigantic part in race. They present those pioneers with whom they have close ties and relations. (Wolf, 2017). The greatest case of decision ragging we saw in 1962. At the

point when armed force elites bolstered General Ayub Khan against Fatima Jinnah. Around then, our insight organizations made Ayub Khan, victor against Fatima Jinnah.

Be that as it may, The author, Cameron Mackenzie, in his book ;Building Democracy in Pakistan; says,

Henceforth, it is demonstrate that unjustifiable decision arrange is one of the imposing hindrance before parliamentary strategies in Pakistan.

Destitution and Unemployment:

The historical backdrop of majority rules system witnesses that it is an effective type of Govt., just in those nations which has high per capita pay and created framework. Shockingly, in Pakistan destitution and joblessness are on its pinnacle. More than fifty present of our populace is living underneath neediness line. Joblessness is one of our center issues where a large number of our informed youth are the casualties of this issue. On the opposite side, seventy present of our populace is living in country regions. Their streets, schools and framework are less created, attributable to absence of assets; they can't reach to urban areas and accomplish quality training and asset. In our rustic regions individuals can't to get perfect water for drinking. They are denied of fundamental offices of wellbeing and instruction. Thousands youngsters kicked the bucket each year because of absence of sustenance and fundamental wellbeing offices. In this sort of circumstance it is troublesome for the general population of rustic ranges to take an interest in legislative issues. They are simply thinking to satisfy their everyday needs and they don't concentrate on governmental issues. (Girling, 1997). They make their choice for a primitive whom they have never observed. They are not free in deduction their own particular choice rather they take after the request of a primitive on whom arrive they are living.

In this point of view the writer, S.M.Naseem, in his book; A Review Of Studies on Poverty in Pakistan: Origin, Evolution, Thematic substance and Future headings; says,

In any case, popular government is a fruitful type of Government in those nations which have adequate assets and created framework. In Europe vote based system is fruitful type of Government for the benefit that 98% of its populace is living in urban territories where Government has given them kindhearted assets and foundation. The Government has solid hang on its masses and each individual is free in settling on his own choice. In first world nations each individual will undoubtedly take after control of law and all individuals are equivalent before equity. Most likely that in our general public we need govern of

law, equity, reasonableness and equity which brought about the state of disappointment of popular government in Pakistan. (Girling, 1997).

Terrorism:

Pakistan was made on the premise of Islam. It was chosen that no law ought to be made in the nation which is against the essential texture of Islam. In target Resolution, the fundamental casing work of Islamic sharia was centered, in any case, it was likewise composed that minorities living in Pakistan are free in their loves and religious practices. From the day first the customary researchers were against the free play of minorities. They needed to set up moderate thoughts and framework in Pakistan. (Khan, 2014).

So also, the essayist, Cameron Mackenzie in his book; Building Democracy in Pakistan; says,

General Zia-ul-Haq titled the political adjust for the universal and traditionalist clarification of the Islam so as to prevail upon the Conservative and standard religious gatherings. He drew numerous regulatory and legitimate changes mirroring the strict Islamic standards as supported by the conventional and preservation gatherings. By this was Zia put the custom of religious narrow mindedness and radicalism in Pakistan. The official circles and the religious gatherings occupied with huge publicity against the thought of participatory administration, constitutionalism, and the lead of law, measure up to citizenship and common and political rights as western, embeds in Pakistan. The post Zia administration were not able fix the Islamic laws made by the military administration of Zia-ul-Haq. General Musharraf discusses illuminated control as the arranging standard for the Pakistan political framework however he too did not reexamine the Islamic laws and discipline presented by general Zia-ul-Haq. He was compelled by the need of the help if Muttahida-I-Majlish-Amal) MNA) a coalition of six Islamic traditionalist gatherings, for remaining in control.

Be that as it may, religious dogmatism and radicalism raised more with the coming and nearness of Taliban Govt., in Afghanistan. Taliban were sending their agent into the regressive territories of Pakistan, with a specific end goal to incite them against govt. This unlawful custom has through more fuel on the fire. After the disastrous occurrence of 9/11 when American requested that General Musharraf offer assistance in Afghanistan then Musharraf Okayed their offer. At the point when in 2001 American assaulted Afghanistan then psychological militants went into the fringe zones of Pakistan and made their protected heavens in that areas. They proliferate neighborhood individuals against their Governments and began unlawful exercises in Pakistan. Suicide

assaults, bowing and kidnaping turn into a day by day steering in Pakistan. Nonetheless, Pakistan armed force has taken a few operation keeping in mind the end goal to annihilate psychological militants yet at the same time they can't control it. The renowned government officials of Pakistan like ex-head administrator Muhtherma Benazir Bhutto was killed in a psychological oppressor assault. Numerous senior legislators and Army Generals misfortune their lives in psychological militant assaults. Most likely that psychological oppression has given a hopeless misfortune to the parliamentary legislative issues of Pakistan. Prior to the General decision of 2013, even lawmakers were not able hold open social affairs. The senior minister of Khyber pashtoons, Bashir Bailor additionally turn into the objective of psychological oppressor assault when he was occupied in race crusade. Close to, political ground we confronted enormous financial, social and conciliatory misfortune in a decade ago, because of fear mongering and fanaticism. Psychological oppressor have seriously influenced they delicate picture of Pakistan at abroad and the adversaries of Pakistan requested that Pakistan ought to be pronounced as a fear monger supporting state. In any case, with the shadow of fear mongering, sectarianism additionally occurred in Pakistan. The adversaries of Pakistan made the issue of sectarianism in huge urban areas of the nation with a specific end goal to make war like climate. Many individuals have lost their lives in partisan issue.

No questions that majority rules system and parliamentary governmental issues pass on equity, resilience, energy and empathy. Majority rule government is a type of Government which demonstrated equivalent ideal to each subject of satiate popular government bolster mainstream lifestyle where the individuals from each group is free in their way of life, custom and religious life.

Nonetheless, the uncertain level headed discussion on Islam association with the Pakistani state and the viable framework thoughtfully influences the possibility of vote based system. Most moderate and conventional Islamic gathering reject majority rule government as a western framework or bolster it to the degree of utilizing the appointive procedure to achieve power and after that execute their idea of Islamic framework. For whatever length of time that there is an absence of agreement on the exact connection amongst Islam and the Pakistan's protected, lawful and arrangements framework, majority rule establishments and procedures would not completely create and wind up noticeably feasible. (Khan, 2014).

Corruption:

Debasement is one of the greatest obstacles before parliamentary legislative issues in Pakistan. Debasement and degenerate government officials have gravely influenced the political set up of Pakistan. Numerous nonmilitary personnel in Government have been rejected and evacuated on the premise of defilement. Pakistan, since its day of beginning, has confronted a few challengers because of defilement, with a specific end goal to build up a genuine law based framework, which could ensure its survival strength and advancement. The word debasement implies getting individual pick up power or impact through unlawful and ill-conceived ways. Pakistan is an Islamic state yet sadly we neglected to build up an Islamic popularity based framework in Pakistan. Universal straightforwardness has revealed that Pakistan is at 134th position in the rundown of slightest defilement state. (Tameez, 2014). The truth of the matter is that the reason for debasement has advanced our entire society. All classes of society are associated with defilement in Pakistan. In reality, individuals in Pakistan utilized ill-conceived way and means keeping in mind the end goal to satisfy their necessities and wants. That is the reason defilement has caused number of issues in Pakistan. Neediness is one of the preeminent reasons for defilement. Those individuals who have low pay rates utilize unlawful approaches to accomplish their objective than defilement is seen there. Another reason is that there is absence of direction and responsibility in Pakistan. For example if the Govt is burning through cash on the poor individuals, on the wellbeing or on their instruction and the Government is putting cash on their pocket then subsequently individuals don't pay their charges as the Government has lost his conviction by not satisfying the fundamental necessities of individuals and the Government wind up plainly degenerate according to the general population. There are for the most part foundations in Pakistan who are included are enjoyed debasement in Pakistan, for example, in police division and in law authorization area, in lawful calling and legal power segment, organization, in traditions and expense, arrive administrative instruction and wellbeing.

On the off chance that we need to free Pakistan from the underhandedness and revile of debasement then it is basic chopped down its all causes first. There is a need to stop the ceremonial culture. Our prime initiative should take strict measure against the debasement framework. The pith of genuine Islamic framework ought to be executed that must be founded on majority rules system. Inside, nation there must be a political soundness and power governmental issues ought to be expelled.

Pioneers must be straightforward and genuine with their kin. Everybody ought to be responsible and some radical advances ought to be taken by Government to decrease the neediness. Exclusive class and needy individuals ought to be dealt with meet and there ought to be no segregation. Individual employments ought to be given to everybody. Toward the end it is discovered that the pioneers of Pakistan should find a way to dispense with this perish frame our darling nation

Feeble Legal Framework:

From the early initiation of Pakistan, the part of legal has stayed feeble and compliant. Legal dependably gave safe way to military to legitimize their illicit Governments frame Governor General Ghulam Mohammad to Pervez Musharraf, the legal give legitimate umbrella to them to control over the nation. (Qureshi, 2009).

Shockingly, the higher legal in Pakistan did not assume its due part and end up plainly easygoing and agreeable toward official. On account of Maulivi Tamizuddin the Chief Justice Munir maintained the limitless and self-assertive activity of Governor General of disintegration of first sacred gather under the regulation of Necessity. Through along these lines, equity munir opened the entryway for military and common mediations in the legislative issues of Pakistan. Be that as it may, Pakistan has been enduring since 1950's till the rejection of boss equity Iftikhar Chaudhary by Pervez Musharraf in 2007.

On the opposite side, the power battle between the president and the prime minster additionally made tussle in the central Government .The evacuation of Khawaja Nazimuddin and his allure for equity disregarded him to look for equity in an official courtroom. The encouraged Governor General in 1954 disintegrated the constituent get together and proclaimed as highly sensitive situation all through in Pakistan. He guaranteed that the constituent get together have lost the certainty of the general population and could never again be worked.

References:

- Chitkara, M. G. (1998). *Converts do not Make a Nation*. APH Publishing.
- Girling, J. L. S., & Girling, J. (1997). *Corruption, capitalism and democracy* (Vol. 4). Psychology Press.
- Held, D. (1995). *Democracy and the global order: From the modern state to cosmopolitan governance*. Stanford University Press.
- Hofstetter, C. R. (1976). *Bias in the news: Network television coverage of the 1972 election campaign*. The Ohio State University Press.
- Khan, M. (2014). The Islamic resurgence: why Bangladesh is a case apart.
- Qureshi, T. A. (2009). State of Emergency: General Pervez Musharraf's Executive Assault on Judicial Independence in Pakistan. *NCJ Int'l L. & Com. Reg.*, 35, 485.
- Stockman, D. (2013). *The triumph of politics: Why the Reagan revolution failed*. Public Affairs.
- Tameez, N. (2014). Road to Recovery: Pakistan's Human Rights Crises in the FATA. *Syracuse J. Int'l L. & Com.*, 42, 445.
- Wolf, S. O. (2017). State of Democracy in South Asia: The Cases of Bangladesh, India, and Pakistan. In *Regional Cooperation in South Asia* (pp. 343-363). Springer, Cham.

CPEC Importance for China and Pakistan:

By

Farzana Karim, Prof., Dr. Kaleemullah Bareach

Abstract:

China-Pakistan Economic Corridor (CPEC) is a proposed project between China and Pakistan for connecting landlocked Xinjiang city of Kashghar to Balochistan deep sea port Gwadar. The project amounts to US \$46 Billion (now \$62 billion) and is a boon for both the countries and other stakeholders. For China it is to enhance her trade capacity, achieving the regional influence and a source of strength for Pakistan. Further, it is to boost up her economy project for a good image in region and bring helpful environment for export/import and to combat her ever growing energy crisis. This project also aims at regional stability by integrating the stakeholder's mutual interests in various nuances and facets. The Economic Corridor shows the new trends of friendship for both partners and other stakeholders.

Keywords: CPEC, Importance, Challenges, Silk route, One-Belt-One-Road.

Introduction:

China-Pakistan Economic Corridor (CPEC) is the project which taps the Silk Road in new dimension and variegate with Roads, Railways and Pipe lines that connects the Pakistani province Balochistan, Gwadar Port with Chinese landlocked province Xinjiang in Kashghar city. (Lim-Chan-Tseng-Lim: 2016:126) Silk Road is the ancient concept of Eurasia for the land connectivity between Africa and Europe, and China and other parts of Asia. The sitting Chinese President Xi-Jinping termed the old Silk Road idea in a new form as "One Belt, One Road" (OBOR) initiative which is the economic and strategic development effort throughout Asia. This idea was revealed with the official visit of Chinese premier Li Keqiang to Pakistan in May, 2013.

The concept of "One Belt, One Road" (OBOR) has worldwide strategic significance. The "OBOR" initiative takes up many countries and regions of the world with a total populace of 4.4 billion and a total economic capacity of US\$21 trillion, 63% and 29% respectively of the World's total. Through the valuation of the Corridor, the policy is

included in positioning the basis for regional collaboration, enhanced economic development, proposing trade variations, financing in transport, energy sectors, mining and establishing political acumen. It is a planned-game with world swinging and dynamic implications, a describing vision that will intertwine most of the Asia, Oceania, Middle East, Europe and Africa much more closely together through an open diplomacy, free trade zones and new infrastructure. (Abid, Ashfaq: 2015:144)

The “One Belt, One Road” (OBOR) Plan comprises of Routes namely; South, Central and North. The Southern route has its head in South Central China in the city of Guangzhou. The southern corridor route stretches towards the western part of China and connects Pakistan with western China at Kunjarab, a theme from where China’s desire to connect to Gwadar port in the Arabian Sea. This is the shortest and the utmost viable choice for China. The second choice is the corridor at the central edge, extending from Shanghai by connecting the state with Tashkent, leading to Tehran and to Iran’s Bandar Abbas Port while going through the Persian-Gulf. A single branch of it moves forward in the direction of Europe. This is the lengthiest way but might be a choice, if only; Pakistan cannot carry on the requisite timeframe of accomplishing its road infrastructure to create a recipient of advantages of the New-Silk-Road-Economic-Belt (EB). The China’s last option is the Corridor at the Northern edge which will end into the European cities after passing through Beijing and Russia. (Abid, Ashfaq: 2015:145)

China Pakistan Economic Corridor (CPEC) as a major project of ‘OBOR’ initiatives is considered for China’s connectivity with world and significant for Pakistan by its engagement with Middle East, Central Asia and onward to Afghanistan and Iran. Egypt, Iran and Saudi Arabia are conformed to the very idea to be part of this initiative for speedy growth in connectivity and trade. Iran settled with the ‘OBOR’ agreement and collaborated with China for boosting the bilateral trade. This ballooning significance illustrates the CPEC economic landscape and regional prosperity for Asia in coming years. (Iqbal: 2016:8) Frequent observers and experts expressed their views about China’s One Belt One Road (OBOR) initiative that it is not only trade or economic zone connectivity but a long lasting and huge plan of enhancing its power in world. Through this initiative, Beijing is establishing its leading role in Asia and beyond for mutual political and economic cooperation. (Ramay, 2016:3)

‘China Pakistan Economic Corridor’ is also a major plan with real consistency. It will give opportunity to Pakistan primarily towards vibrant chance for becoming ‘Asian tiger’. Beijing will create the

strong coordination and cooperation with Islamabad on significant basis likely 'one corridor, multiple passages' scientific planning and step by step implementation. China is ready to precede her work with Pakistan vis-a-vis bilateral trust and meetings, improve mutual benefits and good cooperation and ensure the quality and safety of the CPEC. (H.E Mr. Weidong: 2016:9)

China-Pakistan Economic Corridor (CPEC) is a long term project consisting of various sectorial projects of different durations and having four characteristics, first is the Gwadar Port (socio-economic development), second is the energy (solar, wind, transmission, Lng, coal, hydel), third is the infrastructure (rail, road, data connectivity, aviation) and forth is the industrial cooperation (Gwadar free Zone and other industrial parks). This tremendous project has been divided into three phases, in the first phase which is expected to be completed in 2018, some early-harvest projects of the energy and infrastructure will be completed and the completion of next two phases is expected by 2030. The investment has been phased out accordingly. The frame of a 'decade and half' will be needed to realize the CPEC projects in order to achieve the remarkable regional connectivity which will increase prosperity and enhance the opulence of Pakistan and China and other stakeholders in the region viz Afghanistan, Iran, CARs, Europe, Africa and subsequently India and south Asia.

Importance of Gwadar Port:

After the break-up of Soviet Union, and the birth of the new nascent Central Asian States from the ashes of USSR, there was a sudden lust in grabbing and tapping the rich resources embedded in the belt of Caspian and Black sea bordering these states. Ipso Facto, the next few decades depicted the power competition among bigger powers to ensure the routes for transportation purpose. There has already been a precedent apropos a current history for rivalry to gain chokepoints, ports and adjoining routes. It is expected that in near future the situation will exacerbate rather than simmering down. In this context Indian Ocean is an energy rich region and with resurface of many regional geostrategic giants, this Ocean has presented a very tense geo-political atmosphere.

Within the Indian Ocean, the North Arabian Sea is seen as a 'Strategic Heart' which connects itself with the famous energy Achilles heel of the world 'Persian Gulf'. Gwadar is situated at a strategic point at the crown of the North Arabian Sea across this energy jugular 'Persian Gulf' at Mekran coast by 562 nautical miles, which stands alone for a merit. The Five important resource-rich regions which Pakistan's Gwadar Port connects are China, South Asia, Persia,

Central Asia, and Arabia and even Russia. Main and precious geographical position of Gwadar port can be helpful in keeping a close watch on all ships emanating from the Strait of Hormuz, including the work of regional and non-regional forces in the area. This superior sort of orientation has become the big cause of concern for Western and Indian policy makers. As an emerging commercial port, thus despite that fact, it helps in organizing to bolster Pakistan's existing maritime security organization.

In 1958, Pakistani leaders suggested to buy Gwadar port from Oman and in 1964, declared it as Gwadar Port. In March 2002, Pervez Musharraf the President of Pakistan said that this region is like a funnel. China's Western region and Central Asia are top of the funnel and through Pakistan and Afghanistan this funnel gets narrowed and the Gwadar port is the end of this funnel. So the very scope of this funnel can be demonstrated as an economic entry point for the whole region. (Kataria, Naveed: 2015 :) Pakistan's 90% total trade is dependent on Sea and Gwadar is an important and peaceful port rather than Karachi and Qasim ports which are very close to Indian border where prevailing situation is not very satisfactory. Thus this alternative port will present Pakistan with an opportunity to skim its naval presence, to stop frequent illegal activities and give a better soft image to the world particularly for investment plans.

Central Asian Republics, Iran, China, Afghanistan and Middle East countries find Gwadar port as a unique and excellent route for connecting with the world. CARs see Gwadar as a better port for trade than Iran's Chahbhar port due to its good relations with West. Gwadar to Saindak, a by-road link, give an access to landlocked countries of Central Asian Republics and Afghanistan to deep water and free trade to global markets. Iran also realize the very importance of Gwadar port for connecting with emerging economic power China and have the desire of establishing the oil refinery in that region and provide electricity to Balochistan.

By way of Sea using Malacca Route, Shanghai port is approximately 10,000 km away from the strait of Hormuz, from where almost 80% of oil is being transported via the Strait of Malacca to Shanghai, the distance is 16,000 km and require 2-3 months, while the capital city of Xinjiang, the Kashgar is 4500 km away from the shanghai port. Kashgar is about 2800 km from Gwadar port through the proposed China-Pakistan Economic Corridor and thus, just over 3400 km from the Strait of Hormuz. This time distance equation and costless reasons makes vivid economic sense for Beijing to choose this route as first choice. Without these, China is also confronting with security problems which make the Gwadar-Kashgar route more

significant. China's Sea trade with West and her transport route passes from the Persian Gulf or the red sea and also have to travel near to Indian territory via the Malacca strait and South China Sea, where the US and Indian resistance and presence is ever present vis a vis Diego Garcia Naval Base.

Therefore, China is yearning for alternative paths to protect its trade and Gwadar provides the most safe and economically viable substitute to connect with major countries of the globe. From this Port ships can go to any place in the world with free access. The sobriquet 'regional hub' is also used for Gwadar port, because the port is situated in center of Iran, Afghanistan, Central Asian Republics, South East Asia, Middle East and Persian Gulf. Aforementioned regions by this Port trade links with North West India, United Arab Emirates and Eastern African members can be established. Gwadar deep sea port will increase the sustained growth of trade links, easy access and easy cost in the whole world. Saudi Arabia as a biggest and most important Gulf state is the China's major oil supplier in region. Saudi Arabia has established oil refinery with mutual cooperation. Both Saudi Arabia and other Gulf states would not only utilize Gwadar for transportation of oil and trade but could also invest in the Gwadar as well.

In the Indian Ocean, owing to the special and existing geopolitical environment, the prosperity and importance of Gwadar port has become manifold. Gwadar port is not only a best option but also an important opening that has to be started sooner or later. Gwadar's significance is not limited to a sole country but has to be taken in the perspective of global political and economic game plan. Pakistan has abandoned two of its most resource rich regions for the past few decades i.e. Balochistan and the sea. Thus Gwadar is a prospect for Pakistan to expiate its past inaccuracies and reinvigorate both of these.

Importance for China:

There are basically three major reasons in these project goals which show China's exact promised and proposed investment policy in Pakistan. According to global conformity, give economic support to a long-time and strategic ally, increase trade opportunities, and making ties with the West by which Beijing can precede its hegemony. The Chinese first and most regional inspiration for the CPEC project is to increase the economic capacity to a beleaguered ally which is confronting with its internal instability. As mentioned, historically Pakistan and China have shared policy towards its mutual opponent, India. Now, by the American explicit policy diverting its attention toward New Delhi to offset Beijing's regional superiority and by India's growing economy as primed, it is reasonable that Beijing will

generate to imply an alternative policy for formidable counterweight. (Ritzinger: 2015:2)

The Chinese another interest in CPEC is its capacity to change energy corridor to and from Gulf countries. In last few years, Beijing has worked hard to establish relations with the energy-rich Central Asian Republics for a desire to decrease its reliance on imports via the Indian Ocean and South China Sea regions where a powerful U.S. maritime existence which could lead to the stranglehold of the Chinese primarily by the blockades at choke points, likely the Strait of Malacca, in the confrontation situations between the two powers. (ibid)

Above causes do not clarify such a huge investment in a single country confronting as many problems as Pakistan. The Chinese geopolitical policies are increasingly global, expanding beyond its close neighborhood and the decision to promise its immense investment in the CPEC is an explicit sign that China views Pakistan such a significant partner in achieving its aspiring economic and political aims. Beijing considers its investment in Pakistan, particularly its ambition of a Railway network between the two provinces of countries, as the 'flagship plan' of its 'One Belt, One Road' (OBOR) initiative. This initiative seeks to attach Chinese economic partners in Southeast Asia to Europe through the overland and navel trade routes, including key Middle East Energy Resources and soaring African markets. Pakistan by dint of its geostrategic position and as a sustained Ally could act as a central crossroads for Beijing's most increasing global ambitions by connecting it via the sea route to Europe.(ibid:3)

The proposed CPEC is the world biggest economic project and has unlimited importance for China in increasing its economy, trade links and regional connectivity. It is a big plan of railways, motorways, ports and logistic sights. China every day import 60, 00,000 barrel of oil from other countries by 12000km journey but Gwadar port will cut this route to just3000km. Gwadar port is the world deepest port on Strait of Hormuz. By the Egypt Lake, whole Europe every day receives 40, 00,000 barrel of oil, but China receives 60, 00,000 barrel of oil per day from the same route. China every year will save \$20, 00, 000, 0000 only in oil import after the construction of CPEC. With these strategic benefits, China will free itself from ever growing influence of America and Indian in the Malacca strait.

China relies on puissant economy mainly for strong military, rapid and stable regionalization policies. The 46 billion dollar worth of projects of CPEC is total China's investment in independent power projects mode, from those projects. Pakistani government will be purchasing the electricity and remaining \$8-9 billion will be

concessional loan from China, for railways, ports and roads. The Chinese predilection for investing heavily on this corridor is the well-crafted concept to achieve its own interests. The 45.6bn worth of infrastructure and energy projects would be completed in coming six years. And then China's companies would be operating as profit making entities. According to media reports, the Chinese government and banks are subsidizing these companies for profit making in future, thereby direct impact on its slackening economy, making it a commercial venture. (Bhattachargee: 2015:4)

CPEC will strategically connect both countries via becoming a source of shipping millions of tons of goods through Gwadar port and Kashghar. Gwadar highway from China will connect the Middle East, Africa and Europe. China's energy needs will be fulfilled by the construction of gas and oil pipelines by this corridor. The construction of highways and pipelines will be fruitful for China both economically and strategically, because it will reduced the time and distance to ship its goods to the connectivity between South and East Asia also to the Middle East and Gulf.

As cortical shape of CPEC for strategic position, it is situated at the meeting point of Maritime and Road belt. This location will provide the opportunity for China to buttress its position in Indian Ocean. In securing the Middle East and African energy routes for future developments and due to easy access-cost effective perspective CPEC demonstrate in China's favor. China would be able to increase its sphere of influence over Persian Gulf via this port. China will also be able to check consistently the US and Indian maritime exercises in region and this is the cause of reservations from US and Indian sides to China's increasing power clout in Asia. CPEC is the planned thought of Chinese administrations for 'Flying Gees Birds' theory converting into top industrial power; further 'String of Pearls' strategy might be successful through this project, though this Economic Corridor will deliver to fulfill the Asiatic regionalization dream of China very soon.

Importance for Pakistan:

The trade volume between Pakistan and China has grown to \$16 billion 2014-15 by Pakistan Economic survey. China's exports in Pakistan were about 10% during the five years from 2009-10 to 2014-15. Consequently China's share in Pakistan total exports has gradually soared from 4% 2009-10 to 9% during the monetary year 2014-15. The substantive achievement from this long-lasting and All-Weather

friendship is the signing of MoU's on the construction of China-Pakistan Economic Corridor (CPEC). CPEC is the network of roads, railways, highways and pipelines which is 3,218 kilometer long, expected to be completed till 2030 year. The CPEC real estimated cost is expected to be US\$75 billion, out of which US\$45 billion plus will ensure that economic corridor becomes functional till 2020. The residual investment will be reserved for power and Infrastructure development.

The game changer and two side explicit desire of US\$46billion China-Pakistan Economic Corridor will pass via the natural beauty of Pakistan, the Gilgit Baltistan province, in the North which will link the Xinjiang to rest of the global markets by the China's operated Gwadar port in the country's south. This amazing and portfolio of economic goals, project is expected to bring the China-Pakistan relations to new milestones and heights in 21st century. This is the start of a mutual promised journey that hopes to boom the economy and lessen Pakistan's energy shortfall.

The CPEC project has three phases. In the first phase, the construction of Gwadar International Airport and major developments of Gwadar Port are expected. This phase is likely to be accomplished by the year 2017. This project has an-other particular work which is the expansion of Karakoram Highway- the road that meets China with Pakistan by 1300 kilometer, a six-path high-speed motorway alongside the ancient Silk Road from Chinese province Xinjiang into the Pakistan's province Punjab, between Karachi and Lahore and placement of fiber-optic line provide the better communication between the two friends.

According to an estimated thought that if all the planned projects are deployed, the worth of those projects would precede whole Foreign Direct Investment (FDI) in Pakistan since 1970 and would be equivalent for 17% of Pakistan's 2015 gross domestic product (GDP). There is also estimated that project will ensure some 700,000 direct jobs among the period 2015-2030 and exceed to 2.5 % points to the country's growth capacity. Many Western observers, International media, India and academicians said that CPEC as a strategic corridor has the influence to cover the trade and financial needs of Pakistan. (Ramay: 2016:3)

The importance of realizing CPEC has many benefits for Pakistan. In the list of crisis, confronting Pakistani government on the top is the Energy crisis which is an arduous problem on its own, increasing exponentially to risky levels in the whole country. Through this corridor 10,400 megawatts (MW) will add to energy grid till 2018

to 2020 via nuclear, coal and renewable energy projects. These agreements also include 1000 MW solar power in Punjab, 720 MW Karot hydro power project in AJK, 870 MW SukiKarani hydropower project in KPK. At Thatta three wind power projects of united energy 100 MW of Pakistan, hydro China 50 MW and 50 MW of Sachal are recommended.

Concessional loans from China for second phase includes the up-gradation of Karakorum highway from Havelian to Thakot, east-bay expressway project of Gwadar port, the construction from Multan to Sukkur and Karachi to Lahore Motor way and international airport at Gwadar are suggested. The availability of material to tackle the climate change is also suggested. The creation of projects at Gwadar, the establishment of Cotton Biotech Laboratory between Pakistan-China and including the declaration of the joint level Marine Research Centre are recommended.

The agreement of cooperation between both state administration of radio, press, films, publications and television of Pakistan-China broadcasting, ministry of information, national heritage and CCT, PTV and PTF is a tripartite agreement for rebroadcasting documentary in Pakistan also signed. After the establishment of relations between Gwadar and Karamay; Chengdu and Lahore; Zhuhai and Gwadar, protocol agreements signed. Furthermore agreements are signed, including the project of Nawabshah-Gwadar pipeline and LNG terminal, the project of Lahore Orange Line Metro Train, 1320 MW coal-fired power plant at port Qasim, Thar block II 660 MW and 3.8 million tons coal per annum production.

A financial agreement has been signed Between China Development Cooperation (CDC) and Habib Bank Limited (HBL). The projects among PPIB, CTG and Wapda for private hydropower have been established. The Silk Road funds have also been signed. Furthermore agreements between ICBC, PCCA and HDPPL, HBL and ICBC have also signed for promoting the corridor work. These all collaborative projects, agreements and constructions will transmogrify the whirlpool of crisis into developments and opportunities for Pakistan. In the history of Pakistan, it is a major opportunity which will increase the prosperity and power and give the country a new capacity to exercise her influence in the region.

Via CPEC geo-political and geo-economical alliances will be growing at a considerable level and the world major powers will vie to create close relations with Pakistan. Iran, Central Asian Republics, India (the futuristic ally), Afghanistan, Middle East and Russia too wants to create trade links in this region where the Iran's Chahbahar

port is also an option for them which is 11meter deep but the first option is the world's third deepest port Gwadar. World's most oil rich Central Asian countries and Russia will also depend on Gwadar port for trade. According to estimation, every day 80,000 trucks will come to Gwadar port from China, Central Asia and Russia. Pakistan will able to save \$20-2500,000,00,00 in toll plaza, get \$50000,00,00,00 in oil import-export which will be more than KPK annual budget. This economic corridor is providing an ever-expanding benefit for these two All-weather friends and for all the trading countries.

Challenges in CPEC:

China - Pakistan Economic Corridor (CPEC) has the unique strength of revamping and rejuvenating the decrepit situations particularly the economical circumstance of Pakistan. Hence, this project also has some internal and external challenges about security, engineering, maintenance, economy, and political conundrum.

Security Problems:

Gwadar is situated in Pakistan's most underdeveloped, populous, and geostrategic significant province viz; Balochistan. The insurgency and tension in this province, the many reservations of local people are an ever present anathema for the federation. The locals claim for the resources of the province (which is a bona fide demand) and now in present situation, they are clamoring for more financial opportunities and interests in Gwadar port. In the security aspect, the locals of Balochistan, Fata and Chinese province of Xinjiang are giving a somewhat tough time to the Administrators of both countries.

They all are helped purportedly in one way or the other by the neighboring countries to sabotage the CPEC precious achievements. In both countries the locals are demanding for basic rights and opportunities in the province and to make their presence felt they have resorted to insurgent tactics and are threatening the Federations, and ipso facto creating a non-conducive milieu in the economic corridor projects. Many projects are shelved by Chinese Government in Pakistan because of these terrorist activities and this is the key challenge for Pakistani Administration to stop the rebel outlook of Baloch nation and other terrorist organizations in region.

Furthermore about security fears in CPEC construction there has been a spate of violence springs from Xinjiang to Gwadar as a result of mushrooming of groups such as the East Turkestan Islamic Movement (ETIM), Lashkar-e-Jhangvi (LeJ), Balochistan Liberation Army (BLA), Daesh (ISIS), Tehreek-e-Taliban Pakistan (TTP), Balochistan Liberation Front (BLF) and the arm wings of some

political parties. Though, many of them have no antagonism with China but they are going to attack the Chinese wellbeing like the CPEC project and its workers mainly as a means to deliver tottering blows to Pakistan. Gwadar port is the joining point of Silk road, which will attach at Kashgar via various communication networks. The safekeeping of the entire route and Gwadar is an actual anxiety for China. After the military action in different portions of Pakistan, the vestiges of terrorist organizations still straddle on the border which poses a great threat. (ibid: 155)

Political Problems:

Few Political Parties in Khyber Pakhtunkhwa are also against CPEC. The causes behind this obstruction are adjustments being suggested in the initial strategy of this Economic corridor through the central regime that would alter fiscal gains to Punjab Province only. The corridor's Western Route would be extended from Khanjerab to Gwadar. On the other hand, China, owing to the less risk and security circumstances, wishes to work on eastern route of the corridor. Ipso facto is perhaps a lengthy span strategy and will shelter portions of inner Sindh, and central as well as Northern and southern areas of Punjab. Political factions of the Khyber Pakhtunkhwa have been opposing the alteration the initial Gwadar-Kashghar proposed route and contend that the authorities ought not to continue from transforming the corridor, clamoring that it would divide the nation on the said dispute. (Abid: Ashfaq: 2015:154)

Besides this, Pakistan's unstable and precarious political system might procrastinate the putting into practice of the CPEC project. Lest, failing to the reprisal of these grievances will definitely have an emotional impact over Pakistan China Economic Corridor project. Thus it is imperative to tackle the political stability in all the provinces of Pakistan for the reason that it is significant currently, when Pakistan is ready to join the competition for economic progress and regional connectivity.

Apart from these political conflicts there exist some engineering and maintenance issues in the construction. The first challenge is the 1300 kilometer long KaraKoram Highway till 2017 and the second is the responsibility of Pakistani Government to increase the professional skills and capacity building for the positive results in future. In CPEC, the Tax, electricity price and Power Tariff problems considered by China has grave concerns with Pakistan along with the implementation process of the CPEC power projects in Pakistan.

International Challenges:

The main threats coming from the Kunar and Nuristan provinces of Afghanistan, where terrorist groups of all hues including Al-Qaeda, Tehreek-i-Taliban Pakistan, self-styled Islamic State, the Turkmenistan Islamic Party and Movement of Islamic Uzbekistan etc; are converged. These groups can become a sudden threat and a bane to the CPEC in Pakistan's Northern region. As enhanced understandings between Pakistan and Afghanistan is imperious to obtain border security. (ibid: 156) From the conundrum of geopolitical situation, Indian Government creates tensions for Pakistan. She claims that Gilgit Baltistan is the part of Jammu and Kashmir, from where the CPEC enters in Pakistan via China. But Gilgit Baltistan is the part of Pakistan from the initial days.

Also US, India and Israel are feeling uneasy about the CPEC construction. India views CPEC is a spike in its paw. They have concocted and conjured certain policies to block the project before it becomes practical. Research and analysis wing had constructed an exceptional office in Indian capital with huge amount of around three hundred million dollars to sabotage CPEC. It is as clear as crystal that the abrupt escalation of terror activities in the tripartite restless areas and stimulated non-governmental organizations activities to spread atmosphere of uncertainty and terror neurosis. The backing of Indian RAW, American CIA and Israeli Mossad have constantly been supporting the terrorist outfits and nationalists in federating units to halt the progress of CPEC and bully the Chinese policies regarding the development of corridor. These terrorist groups have carried out certain activities by kidnapping Chinese nationals and murdered a many in spite of tightened security provided by Pakistan. Pakistan army has formed a specialized division encompassing around 9 battalions and 6 wings of paramilitary for the security of CPEC. (ibid: 2015:156).

India aims to invest significantly an amount of eighty five million dollars to boost activities and establishment of Chahbahar port which is situated beside Gwadar at 26 miles distance to have an access to landlocked Afghanistan primarily bypassing Pakistan. The nefarious goal of India is to establish an alternative of Gwadar to connect Middle East, Europe to Afghanistan and Central Asia. (Ibid: 156).

The cut up of connectivity laden by China has left India tangled and worried. India is also anxious about China's colossal investment in Pakistan, specifically its current assessment of account for (CPEC). Not only this but china is also supporting Pakistan to construct a

plutonium reactor to the already establishing Kyushu reactor besides selling eight sub-marines amounting to five billion dollars that will boost the latter's naval competence. After the finishing of this mega project, Pakistan possibly will develop a craft pivot regionally and establish duty-free economic sectors. Many states, specifically of Central Asia aspire to become a part of corridor. India afraid of the development of this tactical coalition and has been deliberately opposing its development. The ample manifestation is the Indian President Modi's stance to convince the Xi Jin Ping to shun the dream of CPEC (ibid: 158). Experts have surmised and appraised that the Indian-UAE nexus will attempt to foil the growth of this mega project and generate hindrances specifically in Balochistan (ibid: 159).

Indian participation in Chabahar is owing to the denial of Pakistan to allow her for transit trade to and from Afghanistan; hence she came up with an idea to approach Iran as the second option. It is generally assumed, if Pakistan spreads transportation activities linking India, she might not go ahead by financing Chahbahar. Secondly, India could easily be accommodated in CPEC through the eastern phase.

Discussion:

The China's One Belt One Road 'OBOR' initiative is the modernized form of ancient Eurasian Silk Road and connecting Asia, Oceania, Middle East, Europe and Africa. For this mammoth ambition worth US\$21 trillion is required and covers 4.4 billion people in various countries and region. This initiative is the gamut notion of development and opportunities in world with three routes likely South, Central and North. 'China Pakistan Economic Corridor' is concentrated with Southern route of 'OBOR' initiative. This corridor is runs towards the western part of China and joins the Kashghar by means of Pakistan and from there China wants to bond the Gwadar to Arabian Sea. This project creates trade links between both countries with the entire world and evinces the economic and regional prosperity in the coming years.

The CPEC is demonstrated for regional superiority, unlike the past faults and speed up the economic capacity of two time tested partners. It is also the sign of increasing the strong relations, mutual trust and heights of economical commitments between China and Pakistan. The CPEC region is like a funnel which joins the China, Central Asian Republics and Landlocked countries to deep water port and from there the carriers and vessels could go any-where in the world. It will benefit three billion people, indeed half from the China and South Asian region. It will also enhance the Chinese trade approaches and opportunities to and from Middle East, Central Asian

Republics, Europe, African markets and South Asian countries through this very corridor.

Gwadar port is seen as a crown jewel in the Indian Ocean, ‘a Strategic Heart’ of the Arabian Sea and as a ‘Energy Jugular’ of Persian Gulf. As a free trade, free access and world’s third deepest Port, also a time curtailing and cost effecting port. It attracts the world major powers to link with it viz Russia, Iran, Afghanistan, Middle East, Central Asian Republics, and may be United States and India in the future. For China this Economic Corridor in particular and Pakistan's friendship in general has unprecedented geopolitical and geo-economical support to her, as Pakistan has always presented herself as a special deterrent to China during Beijing-New Delhi rivalry.

Now by this powerful and gigantic project China provides economic strength to Pakistan. China considers this corridor as an alternative, costless and time cutting route for trade to and from Middle East, African countries and Europe and get rid of the US and Indian dominated trade-routes in Indian Ocean viz Malacca Strait. ‘China-Pakistan-Economic-Corridor’ project has the influence to proceed and develop China’s regional, global and economic policies and guarantees her sphere of influence in every part of the world. China has a major plan of investment in this Economic Corridor and this is fully apparent and reflective in her development policies.

While on the other hand CPEC for Pakistan acts as a safeguard for its internal and external political situations, emancipation for its energy and residual issues, and insurance towards regional superiority in Asia. The Corridor also has to face many besetting issues viz the internal provincial tensions and organizational political instability with federation about route controversy which poses a big challenge to the establishment. The Indian concerns including US and Israeli observations make the goals of corridor a little taut.

Conclusion:

In the 21st century, phenomenon of CPEC is described as a game changer, boosting economic capacity, giving a special significance and protocol to the regional superiority. As one twig of ‘OBOR’s’ initiative, it will join the richest resource-laden and growing powers to one another in order to enhance trade volume and connectivity through this Economic Corridor. This corridor links China to the world major trade markets in Europe, Africa, Central Asia, South East and South Asia, Middle East and onwards to the rest of

world. Securing some best vantage points and spots in Oceania namely Indian Ocean, and thus through this project she will spread her wings and realize her long desired 'String of Pearls' strategy by this corridor. All this will enable the Chinese to achieve that unique position in leading her economy to new heights and becoming one of the best stakeholders among the trading partners in the entire world, and turning-on the switch of creating a better atmosphere to its regionalization strategy.

The Pakistani state can reorganize the internal, political and regional issues by means of precious and long-lasting effects of CPEC and undo the past drawbacks in Balochistan and other provinces. Through this Economic Corridor some major crises likely, energy shortfall, vacancy alleviation etc. would be resolved. This multibillion project has given strength to Pakistan at national and international level and will increase her economic and trade volume. Pakistan's Gwadar port will become anent repot for regional prosperity and trade center for many major powers. The Pak-China strong ties will also lead towards a better and meaningful position in the world for both the countries and enabling them in securing the regional superiority in short time period via the CPEC project.

The benefits and opportunities also deliver some big challenges for both countries in the construction work. But the Pakistani government with the aid and assistance of China will do utmost best to expedite and establish the security apparatus on a vast basis viz tackling both internal and external conflicts. This corridor in due time will also establish peace and stability in the region as Beijing one of the Key players of the world will put serious efforts for developing a consensus between Pakistan, India, China, and United States. And this is a very positive sign in making the milieu fertile and conducive for CPEC development work in particular and for regional stability in general.

References:

Abid, M., & Ashfaq, A. (2015). CPEC: Challenges and Opportunities for Pakistan. Retrieved from University of Punjab: pu.edu.pk/home/journal/12/Previous-Issue.html, accessed on July 10, 2016.

Dr. Bhattacharjee, Dhruvjayoti. China Pakistan Economic Corridor (CPEC), ICWA issue brief, 2015.

Kataria, Riaz, Jafar. Naveed, Anum. Pakistan-China Social and Economic Relations, A research journal of Asian Studies.

Lim, Wei, Tai. Lee Chan Hing Henery. Tseng, Hui-Yi, Katherine. China's One Belt One Road Initiatives, Imperial College Press.

Prof. Iqbal Ahsan, Special Supplement on China Pakistan Economic Corridor, published in Institute of Peace and Diplomatic Studies, 2016.

Ramay, Ahmad, Shakeel. China Pakistan Economic Corridor, A Chinese Dream Being Materialized Through Pakistan, SDPI, 2016.

RITZINGER, LOUIS. China-Pakistan Economic Corridor Regional Dynamics and China's Geopolitical Ambitions. Published in The National Bureau of Asian Research. August 5, 2015.

Kurdish Referendum and its Failure:

By

Aziz Ahmed, Dr.Saeeda, Mengal, Mansoor Baloch

Abstract:

The purpose of this paper to highlight the factors that led to the failure of the recent Kurdish attempt to secede from the Iraqi state in a bid to secure their independence peacefully and lawfully but they failed to achieve their cherished dream due to many reasons. The finding of this paper suggest that the principal reasons behind the failure of Kurdish referendum were the autocratic personality of their leader, Masoud Barzani disunity among their rank and file, the regional countries and their interests and above all the level indifference and lack of support from Washington dug the grave of the Kurdish attempt, the paper also finds that this venture was untimely and will causes the central government to assert power, as well as the relation with turkey and Iran will remain strained. However, it suggests that the relation between the Kurds and the US will remain stable and friendly and any positive, unified future attempt by the Kurds for separation will receive considerable amount of support from Washington.

Keywords: Independent, Autonomous, Referendum, KRG, Region

Introduction:

Today, the Kurds, if not the only group, constitute the greatest majority population group in the world without their own homeland. They are scattered in Turkey, Iran, Syria and Iraq. Surprising enough, the struggle of the Kurds predates these modern nation-states themselves. Or, to be more precise, the second struggle of the Turkish Kurds and the Turks began during the same time for self-determination CITATION GWY13 \l 1033 (DYER, 2013) . The Kurds and Turks in the decaying Ottoman Empire came together to use their numerical heft to pressure the Empires to liberate them. Similarly, during the peace conferences, the US president Woodrow Wilson also worked for the self-determination of the Kurds living in different territories. He was the only powerful idealist leader who advocated the principle of national self-determination to avoid any new Balkan crisis in the world – a new world of freedom and liberal internationalism spearheaded by the United States of America. His recommendations regarding the

Kurdish question were thoroughly considered and incorporated into the Treaty of Sevres CITATION GWY13 \l 1033 (DYER, 2013) . However, this clause was withdrawn when the Turks rejected this treaty and fought for independence on their own terms. The new treaty (Treaty of Lausanne) was not a one-sided treaty; the Turk leaders were part of the renegotiated treaty and they had promised the Kurds that they will raise the Kurdish question during the talks but went back on their words and betrayed the Kurds.

However, the Kurdish question and the suggestion put forward by Woodrow Wilson did not merely mean the Kurds living in Turkey. It meant the entire Kurdish populace and the historical territory they possessed CITATION Ann14 \l 1033 (Bostanci, 2014) . Similarly, the Turk leaders promised an independent Kurdistan but once they secured the new treaty, they turned their backs on the Kurds and asked them to accept autonomy instead. The Kurds knew that it was mere eyewash and vehemently rejected the offer. The Kurdish apprehensions proved right and the Turks never bestowed them regional autonomy. Instead the Kurdish culture, dress and language, was banned and a process of Turkization began CITATION Sam17 \l 1033 (Bayly, 2017) . However, the Kurds have fiercely resisted such attempts and retained and practiced their culture under all oppressive circumstance with great courage and zeal.

After that chance, the Kurds never got another opportunity or forum to voice their demand on international level. Those treaty days, the post-world war-I, were the final days and then the Kurdish fate was sealed forever. To date, the Kurds remained homeless and divided and dispersed. Though the aspirations and yearnings for independence continue to exist but they are isolated and lack all sort of unification, whether political or religious.

However, this paper is limited to the Iraqi Kurds. It will summarize their struggle within Iraq and explain the reasons why they want to separate from the mainland Iraq as well as the September referendum and its immediate failure.

Background to Iraqi Kurdistan Region:

Iraqi Kurdistan region was invaded by the Arab Muslims in the last quarter of the 7th century. After the Sassanian period, this region came under the rule of the Rashidun Caliphs and subsequently the Umayyads and the Abbassidis respectively. Similarly, the region fell under the control of the Iranian, Turkish and Mongol Empires for years. But all these external empire builders failed to assimilate the Kurds. The former resisted all these forces and retained their unique

culture, which is distinctly non-Arabic, and a sense of identity. Such aspirations provided them with a sense of purpose and goal to achieve CITATION Sam17 \l 1033 (Bayly, 2017) . It also provided the Kurds the required courage and patience to continue to resist the outside forces and maintain their distinct culture and identity.

The fall of the Ottoman Empire after the Great War changed the entire geopolitical scenario. The Iraqi Kurdistan region became part of the areas which were handed over to the British Empire as mandatory regions by the League of Nations. The Iraqi Kurds resisted under the British Empire but failed to achieve independence. After the British were gone, the Kurds were handed over to the Iraqi state, a predominantly Arab state CITATION GWY13 \l 1033 (DYER, 2013) .

Under the oppressive regime of Saddam Hussain, the Kurds were inhumanely treated. Because of the continuous resistance, the Kurds were subjected to brutal torture and state-sponsored genocide. At the same time, the Iraqi Government, using old tactics, displaced the Kurds to minimize the effects of resistance. The oppressive regime of the Saddam Hussain did not earn international rage because the leader of the Western west, the United States of America found the Iraqi dictator beneficial against the Iranian regime CITATION MUR17 \l 1033 (SOFUOGLU, 2017) .

But things changed during the 1990s during the Gulf War. This was the beginning of the post-Cold War era and the US was asserting itself as the sole superpower in the World, especially the Middle East. When Iraq invaded Kuwait, the United States formed a military coalition of the Western powers and forced Saddam Hussain out of Kuwait. With this, the good days for the Iraqi Kurds began CITATION JEN13 \l 1033 (KRAJESKI, 2013) . The Kurds have been struggling for freedom for decades but no big power has ever paid attention toward their misery; of course, the United States President, Woodrow Wilson's concerns during the post-War settlements are an exception.

During the Gulf-War, the Kurds proved beneficial for the coalition forces. For this reason the US turned its attention towards the Kurds. Soon the UN imposed a no-fly zone over the Kurdistan region which proved debilitating for the Iraqi central government CITATION Den17 \l 1033 (Ross, 2017) . However, this was a gift from the gap for the poor Kurdish activists. With the help of the US funds and arms, the Kurds build all the required structure a region needed to function without any constraints. The Kurds build their own societal structure and began to live all autonomous of the influence of the Iraqi government CITATION JEN13 \l 1033 (KRAJESKI, 2013) .

Similarly, during the 2003 invasion of Iraq, the Kurds supported the western powers and earned a great deal of moral and economic support from the European and Western capitals. Such moral, political, diplomatic and economic support aided the Kurds in various ways to stabilize themselves and establish new economic and political structures and build communication and trade infrastructures inside the region CITATION Gal17 \l 1033 (Dalay, 2017) . The Kurds were also supported and facilitated by the Turkish government for material purposes. The Erdogan government facilitated the Kurds with Turkish engineers and CEOs to build big business structures, road links and oil facilities CITATION Ran16 \l 1033 (Alaaldin, 2016) . The Kurdish Regional Government (KRG) became a great asset for the Turks – they not only provided the Turkish country with oil and gas but also helped counter the PKK CITATION Ran16 \l 1033 (Alaaldin, 2016) . In 2005, the Iraqi Kurds achieved autonomy and self-rule from the Iraqi Government.

Circumstances were favoring the Kurds all the time, it seemed. After the rise Islamic State (IS), the Kurds became indispensable for the coalition forces. The pictures of the Kurdish forces fighting the fanatic Islamic fundamentalists sent a positive picture of the Kurds across the globe, especially the European and western worlds. The US helped the Kurds militarily and economically to fight to Islamic State CITATION Sam17 \l 1033 (Bayly, 2017) . The Kurds were the only moderate forces in the entire region and an indispensable stabilizing factor in the Middle East. They were also being seen as a counterweight to the rising influence of the Republic of Iran.

The financial and military support from the western and the business links with the Turkish government emboldened the Iraqi Kurds to revisit their desire and demand of complete independence from the Iraqi state. The president of the Kurdistan Regional Government (KRG) thought that it was a golden opportunity to call for a referendum and announce independence from the Iraqi oppressive state CITATION Den17 \l 1033 (Ross, 2017) .

The September Referendum:

Barzani and his Kurdish Democratic Party (KDP) consulted Trump administration in before announcing the date of referendum. Cognizant of the US support, Barzani thought it better to take his supporters into confidence before taking any concrete step. However, the US was unwilling to respond quickly. At the end, a State department spokesperson announced that “the time was inopportune” and cautioned the Kurdish leader to refrain from taking such a step. But Barzani did not cave in. Analysts from the region argue that Barzani

wanted to consolidate his hold on power CITATION Gal17 \ 1033 (Dalay, 2017) .

The referendum took place on 25 September and the Kurds overwhelming voted in favor of independence. However, the regional and international powers did not welcome the move. They warned that the Kurdish referendum may lead to further disturbance in the region. The foreign ministers of Iran, Turkey and Iraq released a joint statement against the Kurdish Regional Government actions CITATION She17 \ 1033 (Raj, 2017) . And the Turkish government warned of severe consequences. So was the mood the central Iraqi government. Only the Israeli government supported the Kurdish referendum CITATION MUR17 \ 1033 (SOFUOGLU, 2017) .

The Iraqi government warned the KRG of military action over the disputed areas. Following the referendum, the central government moved against the Kurds. Backed by Iran and the Shiite militias, the Iraqi military marched toward the oil-rich Kirkuk region and occupied it CITATION MUR17 \ 1033 (SOFUOGLU, 2017) . The US, though against the rising influence of Iran in the region, stood unstirred CITATION Den17 \ 1033 (Ross, 2017) . The Kurds left to hold on their own. Finding themselves in between a rock and hard place, the Peshmarga did not even put up a fight and withdrew. Not only Kirkuk, the KRG lost the control of many border crossings it has previously controlled. The KRG was in trouble. For taking over the crossings, the Iraqi forces needed the support of Turkish forces which was provided easily, as Turkey was equally against the decision of the KRG CITATION MUR17 \ 1033 (SOFUOGLU, 2017) .

Following such defeat and defame, surprising all, Barzani resigned and transferred his powers to the regional government CITATION Gal17 \ 1033 (Dalay, 2017) . No Kurdish leader has ever resigned from power in this way. The resignation of Barzani seems to be welcomed with silent celebrations in Turkey, Iran and the US. But wait, the Kurdish leader has not left entirely; he has merely handed over power to his family CITATION MUR17 \ 1033 (SOFUOGLU, 2017) .

Why the Referendum Failed?

The foremost reason behind the failure of the Kurdish referendum is that it was not wholly supported by the Kurdish political parties. This referendum was the brainchild of Barzani; he has not consulted other Kurdish leaders, especially the opposition, the Talabani group. Neither the PUK nor the Talabani family supported the referendum CITATION MUR17 \ 1033 (SOFUOGLU, 2017) . Apart from this, the Kurdistan region was highly factionalized when the referendum

was going to be held, all because of Barzani's policies. He had excluded everyone. Secondly, there were some disputed regions under the Peshmerga which provided an excuse to the Iraqi government and the regional countries to delegitimize the referendum CITATION Zai17 \l 1033 (al-Ali, 2017) . However, the Gorran openly opposed the referendum. Moreover, the relations between PUK-Gorran were also marked with opposition and ill-will. Just before the referendum, Barzani banned the speaker of the parliament from entering the Capital. The reason behind this tussle was that they were set to oppose Barzani's term during the parliamentary session. All these circumstances contributed to the failure of the referendum CITATION Gal17 \l 1033 (Dalay, 2017) .

Similarly, the Kurds, including the armed forces, were not much happy with Barzani for two reasons. One, Barzani was helped brought to power by the Iraqi dictator Saddam Hussain, someone who gassed thousands of Kurds in Halepec in 1988 CITATION MUR17 \l 1033 (SOFUOGLU, 2017) . Two, during the Kurdish civil war when the Peshmerga removed Barzani from power, he asked for Saddam's help. The forces of Saddam slaughtered thousands of the Kurdish forces to restore Barzani to power. Such actions had left Barzani highly controversial in the Kurdistan region as a whole. This was obvious during the Iran-supported militia capture of Kirkuk, home to Turkomen, Arabs and Christians CITATION Sam17 \l 1033 (Bayly, 2017) .

Second, the Kurdish leader made a strategic blunder, says Dennis Ross, therefore, the Trump administration left them in the limbo. He argues that Trump tried to convince Barzani, the Kurdish leader but he did not listen CITATION Gal17 \l 1033 (Dalay, 2017) . The referendum was ill-advised, fated to fail. Also, the time was inopportune. Despite the geopolitical reasons, the Kurds feel that "America's word is no good". They also believe that the US sacrificed its long term partners for its so-called national interest; the Russians are still standing by Assad, but Americans, as usual, left the Kurds in the lurch CITATION Den17 \l 1033 (Ross, 2017) .

Third, the referendum was held in such a time that it failed to grab the attention of international community. Focus of the international actors as well as civic workers was fixed on the Islamic State. The Kurdish referendum hardly attracted any attention. Meanwhile, the international society considered the action of the Kurdistan Regional Government a distracting act and disregarded it, all against the ambitions and wishes of the Kurds. However, the reality was something else. The Kurdish leaders did not think that his will be taken as a distracting action. He considered the time better for the referendum because the Iraqi

government was not willing to negotiate on key issues. At the same time, the Kurds thought that the international community will extend support to their desires, as the Kurds have recently supported the European and western powers to overcome the militant Islamic group of IS. But they were cornered, their sacrifices were ignored. Moreover, the international society, regimes and actors blamed them for diverting attention from the Islamic State and causing troubles in the volatile region, which, of course, was not the aim of the Iraqi Kurds. Their desire and action was genuine. It was not a new tactic but a historical dream and for which they have sacrificed a lot more.

Finally, the regional countries immediately opposed the move. Opposition from the countries where Kurds live was obviously due to fears; they are afraid that an independent Kurdistan in Iraq might provide their own Kurdish population with an incentive and embolden them to launch a new wave of resistance against their respective governments, despite the fact that the Iraqi Kurds never used any pan-Kurdish ideas during the entire referendum campaign. And it is hard to believe that an independent Kurdistan in the region was going to support the Kurds else. Though these states overreacted but their reaction did blow the Kurdish independence dreams. It is speculated that the opposition from Turkish authorities castrated Barzani. It is bolstered by the fact that the Kurd prime minister has been trying to engage Erdogan but the later is unwilling to sit with him, because he is not his equal, the Turkish leader is reported to have said.

The Future:

After the referendum, the future of the Iraqi Kurdistan seems to be distressing for the Kurds. So far, this action has infuriated the central Iraqi government but in the future it may cause divisions among the Kurds. Also, the consequences of the referendum will significantly impact the relations with the regional governments like Turkey and Iran. However, the failure of the referendum might not invite any role from Israel; if ever such a thing happens, it will prove disastrous for the Middle Eastern region.

The central government has issued a notice to cut the share of the Iraqi Kurdistan region in the 2018 budget, seems to be a move to punish the Kurds for the referendum on independence CITATION Qan17 \l 1033 (Qantara, 2017) . However, such a move may further damage the compromise and relationship between Baghdad and Erbil, causing new tensions for the country. The relations are already strained after the central government's military operation in the Kirkuk region. According to reports the share of the region will be 12.6 from 17, a significant cut which will cause unknowable constraints. This will

significantly undermine the political and economic situation in the Kurdistan region.

It is argued that the political scenario in the region is dark and it may lead to emergence of two equally autonomous Kurdish regions in northern Iraq – one under Barzani and KDP in Erbil and the other under PUK, based in Sulimaniyah CITATION MUR17 \l 1033 (SOFUOGLU, 2017) . Though such a scenario is not new to the region but reversal of political system might damage the gains the Kurds have achieved. Two governments in the region would cause serious problems, overwhelmingly related to natural resources and revenue sharing.

However, the consequences of the referendum might not impact the relations between the KRG and the United States. Just after the resignation of Barzani, the one man authoritarian leader, the US officials announced a press release welcoming his resignation. It shows that the US will support any future Kurdish independence aspiration only when it is forwarded and campaigned for by a mature Kurdish leader enjoying the support of the entire Kurdish population. Barzani was not only controversial inside the Kurdish populace but he was also seen with suspicious by the US authorities. It is argued that the US felt that the Kurd leader was overexploiting the relationship in a bid to consolidate his own power in the region; therefore, the US did not embrace his call for referendum.

Conclusion:

The Iraqi Kurds have gained self-rule in 2005 after the Iraqi invasion of 2003 by the US and its willing few. In a short time, the Kurds, with financial and diplomatic support of the US, established a functioning political and administrative system. Establishing connections with the Turkish government, the Kurds increased their trading opportunities and built a working societal set-up of their own where they could live according to their own customs and cultures. However, emboldened by the turn of circumstances, the ambitious Kurd leader, Barazani thought it was time to end the region's relation with the Iraqi state. His plans, ill-devised to say the least, backfired and a September 25 referendum earned mammoth opposition both from foes and friends and miserably failed. Several factors came together to dash the Kurdish aspirations for independence. They included the overarching and authoritarian personality of Barzani, regional pressure, especially from Iraq, Turkey and Iran, lack of support from the Kurdish friends like the United States and Europe, lack of interest from the international community and the international regimes. All these factors came together to stop the Kurdish dream from materializing. Certainly the referendum will

impact the future of the Kurds. Such implications will be divisions among the Kurds, emergence of two autonomous regions in the Kurdish region and certain restraints from the central government. The central government has already announced budget cuts for the region. However, the relations between the United States and the Kurdistan Regional Government will remain friendly and the US may extend support to any unified Kurdish struggle headed by a mature and popular Kurdish leader.

Bibliography

BIBLIOGRAPHY Alaaldin, R. (2016, 7 November). *Why the Turkey-KRG alliance works, for now*. Retrieved November 22, 2017, from Al Jazeera : <http://www.aljazeera.com/indepth/opinion/2016/11/turkey-krq-alliance-161105141533661.html>

al-Ali, Z. (2017, October 29). *What next for Iraq after the failed Kurdish referendum?* Retrieved November 23, 2017, from Al Jazeera : <http://www.aljazeera.com/indepth/opinion/iraq-failed-kurdish-referendum-171028092628081.html>

Bayly, S. (2017, October 31). *Who Are the Kurds?* . Retrieved November 23, 2017, from BBC: <http://www.bbc.com/news/world-middle-east-29702440>

Bostanci, A. (2014, September 01). *Why Turkey hasn't forgotten about the First World War*. Retrieved November 12, 2017, from The British Council : <https://www.britishcouncil.org/voices-magazine/why-turkey-hasnt-forgotten-about-first-world-war>

Dalay, G. (2017, October 02). *After the Kurdish Independence Referendum*. Retrieved November 24, 2017, from Foreign Affairs : <https://www.foreignaffairs.com/articles/middle-east/2017-10-02/after-kurdish-independence-referendum>

DYER, G. (2013, 03 28). *Kurds and Turks: end of the war at last?* Retrieved 11 27, 2017, from the Japan Times: <https://www.japantimes.co.jp/opinion/2013/03/28/commentary/world-commentary/kurds-and-turks-end-of-the-war-at-last/>

KRAJESKI, J. (2013, March 20). *The Iraq War Was a Good Idea, If You Ask the Kurds*. Retrieved November 12, 2017, from The Atlantic : <https://www.theatlantic.com/international/archive/2013/03/the-iraq-war-was-a-good-idea-if-you-ask-the-kurds/274196/>

Qantara. (2017, November 11). *Iraq cabinet plans to cut Kurdistan share in 2018 federal budget*. Retrieved November 20, 2017, from Qantara.com: <https://en.qantara.de/content/iraq-cabinet-plans-to-cut-kurdistan-share-in-2018-federal-budget>

Raj, S. (2017, September 21). *Turkey, Iran and Iraq warn of 'countermeasures' against Kurdish referendum vote*. Retrieved November 12, 2017, from Business Line : <http://www.thehindubusinessline.com/news/world/turkey-iran-and-iraq-warn-of-countermeasures-against-kurdish-referendum-vote/article9867258.ece>

Ross, D. (2017, November 17). *The price of selling out the Kurds* . Retrieved November 22, 2017, from Daily News, New York : <http://www.nydailynews.com/opinion/price-selling-kurds-article-1.3617688>

SOFUOGLU, M. (2017, November 7). *What's next for Barzani and northern Iraq?* Retrieved November 12, 2017, from TRTWorld : <https://www.trtworld.com/magazine/what-s-next-for-barzani-and-northern-iraq--11997>

Gender-based Inequality towards Unexplored Assumptions:

A Case study of District Awaran Balochistan Province, Pakistan:

By

Mureed Sana Baloch Dr. Shahida Habib

Abstract:

Present research was conducted in Awaran district, Balochistan province so as to record the perception about gender inequality. The results reveals that most (44%) of the defendants were descent age classes of (31-40 years of age). Half (50%) of the respondents (either male or female) were illiterate, half (50%) of the respondents by gender were male and similar, half (50%) of the respondents by gender were female. Most (30%) male respondents remained of assessment that female faced encoded problems. Maximum (40-40%) male respondents were observed good and multitasking and aren't physically capable were the most crucial theme with the term of supreme common stereotypes (female). Maximum (40-40%) male respondents were observed then perceived men are very untidy and earn more money for their betterment respectively. Further, the results reveals that most (10-10%) of the male respondents were also watched that the anti-social practices and gender violence were regarded as the uppermost oppressive aspect as perceived by the male respondents. Therefore, it was suggested that service of woman's improvement through women empowerment programs should be arranged at district level.

Keywords: Awaran, Balochistan, Gender, Pakistan Unexplored assumptions.

Introduction:

The aforementioned remains progressively vibrant which gender equality diverges theoretically from one nation to alternative, as revealed through signs settled in the ninety nineties (990s) by numerous worldwide societies. However, The United Nation Development Program (UNDP) has been commence the dual themes or variables as indicators in the years of 1995, with the term of GDI as the Gender-Related-Development-Index (GDI) aspect plus other the Gender- Empowerment-Measure (GEM), equally of which determine

that females' rudimentary as well as the extent of their contribution in partisan and financial executive procedures are extremely adjustable as variables.

While these and comparative markers depend on full scale lists, a few examinations center on the general orientation equity view of people. The writing demonstrates that states of mind toward general orientation equity are influenced by respondents own particular foundations, for example, conjugal status and instructive accomplishment, and that the impacts can contrast from one nation to another. This exploration enables arrangement creators to separate gatherings and consequently to consider what sorts of arrangements can have what sorts of effects on whose general orientation observations. The principle trouble with these sorts of studies is that they require huge measures of overview information on individuals' discernment.

Situational Analysis of Women in Pakistan:

The position of female at country level (in Pakistan) isn't similar owing to the interlinking of gender with innumerable varieties of circumvention in the inclusive residents. However, there is amazing arranged collection in the rank of feminine transversely broken down modules, constituencies, then the realm/municipal aspect as a result of irregular change connected alteration as well as the influence of ethnic, medieval, besides capitalist communal progressions on female' survives. Regardless, female' condition as opposed to menfolk is one of foundational relegation, managed through the powers of male driven humanity over modules, regions, plus the nation/metropolitan partition.

There is all in all some connection among side by side of change as well as value of females in overall population. In addition, as a females' prestige stands seen as a standout amongst other necessities being created (see UN thousand years' change destinations) investigate in this field is creating.

Rationale of the Study:

Gender cognizance program, as scholastic improvements, had been typical in Balochistan province. Though, as is the case in numerous instructive developments, the imagined behavioral exchange had been negligible, tiny or non-existent. Gender prospect at province level still miserable condition due to the tribal aspects and male influence society in Balochistan. In this regard it was worthwhile mention that gender biases still existed in our society at a greater extent. In rural Balochistan, women were have regarded as oppressed object and underprivileged. The husband might no longer preserve his wife because of other communal roles engage in recreation as a person

locally requested to drop her communal characters to preserve. Keeping in view above mention facts and figures the present research was conducted in district (Awaran) of Balochistan province so as to determine the female role in our society and found the unexplored assumption regarding gender disparity in Balochistan province of Pakistan.

Specific Objectives:

- To examine the demographic profile of the respondents.
- To identify the factors which provide the social constraints for women development.
- To cater the solid suggestions for planners regarding gender development.

Methodology:

Approach gives a structure and ways for different parts of the issue, which is under thought that at last gives speculation about the wonders (Thakur, 2003). The exploration configuration is the "outline" that clears up the ways and methods for gathering, breaking down and elucidation of information one next to the other, the arrangement of issues looked by the specialist amid explore effort for example the experts (Nachmias and Nachmias, 1992). Present part remains devoted advances then devices long that are used accumulation, blend then understanding gathered measureable besides subjective information. In this connection a descriptive types of research design were used. Because of descriptive type of study was most suitable and effective in educational circle and behavioral sciences. Present study was conducted in Awaran district of Balochistan province. The sample size for the study was households. Sample size of one hundred (100), (50 males and 50 females) respondents of district Awaran was drawn with the help of McCall (1980) table by using simple random sampling. A detailed questionnaire was used as a research instrument in the present study (Smedts, 2009; Gault, 1907). However, Schuman et al., (1979) detailed, "All respondents work inside the substantive structure of the needs gave by the examiners, regardless of whether it fits their own needs" (accentuation included). The data thus composed, tabularized was put into SPSS, a statistical package/ software. In this regard, descriptive statistics was used to compute outcomes and provides frame recommendations for policy makers.

Results and Discussion:

The reason for present section is to introduce the outcomes got after investigation the gathered information from the investigation region. In this section, the discoveries might be talked about at differed lengths to portray the fundamental reasons of the outcomes acquired.

Figure.1. Age of the respondents

The conclusions of the figure-1 artworks that the most (44%) of the defendants were descent age classes of (31-40 years of age), While most (26%) respondents either male or female were descent in age or age composition categories (41-50). Whereas maximum 20-10% respondents either male or female were get on into 18 to 30 years of age and 50 and above years of age as shown in above figure. Hence it was decided that infinite or normal of the respondents either male or female were leaped 31 to 40 years.

Figure.2. Education of the respondents (male and female)

The educational feature either qualitative or measureable as the preeminent instrument plus enormous motivational apparatuses for growth as exposed in figure-2. Half (50%) of the respondents (either male or female) were illiterate. Followed by most (12-10%) of the respondents (either male or female) withholding primary and secondary level of education, while most (8-7-5%) of the respondents (either male or female) had got intermediate, graduation and master degree respectively. Whereas remaining 6% of the respondents (either male or female) had the gotten the other degree and diploma.

Figure.3. Gender of the respondents (Male and female)

The consequences of the figure-3 reveal that the half (50%) of the respondents by gender were male and similar, half (50%) of the respondents by gender were female.

Table.1. Distribution of respondents about difficulties faced as gender

Ser. NO.	Difficulties	Male		Female	
		F.	% age	F.	% age
1.	Sexual harassment	10	20	05	10
2.	Lower chance of promotion	05	10	10	20
3.	Gender refinement	15	30	05	10
4.	Lower Salary	10	20	05	10
5.	Poor workplace treatment	10	20	25	50
Total		50	100.0	50	100.0

Source: Ground information or examination through the investigator

The table-1 grades by way of outcome demonstrations most (30%) male respondents remained of assessment that female faced encoded problems. Followed by (20-20-20%) of the male respondents were agreed that the sexual harassment, lower salary and poor work treatment were the most imperative concern and issues respectively.

Oppositely, half (50%) of the female respondents were fixed about her perceptions that they had faced the constraints about poor work treatment. Followed by (20-10-10-10%) of the woman defendants were of the judgement that the sexual harassment, lower salary, gender refinement were the domineering issues in this regard respectively. However, Lower change of promotion was another issue as perceived by the female respondents.

Table.2. Distribution of respondents about supreme common stereotypes (female)

Ser. NO.	Women are supposed to:	Male		Female	
		F.	% age	F.	% age
1.	Not as strong as men	05	10	20	40
2.	Good at multitasking	20	40	05	10
3.	Aren't physically capable	20	40	15	30
4.	Better at raising children	00	00	05	10
5.	Do housework and management	05	10	05	10
Total		50	100.0	50	100.0

Source: Ground information or examination through the investigator

Outcome of above mention figure as table-2 was demonstrations maximum (40-40%) male respondents were observed good and multitasking and aren't physically capable were the most crucial theme with the term of supreme common stereotypes (female). Parallel, most (10-10%) of the male respondents were observed that women are not supposed as strong as men, and women are not supposed to housework and home management as perceived by male respondents respectively.

Contrariwise, (40-30%) of the female respondents were perceived and agreed that the women are not strong as men and women did not or aren't physically capable as men possessed. Alike, most (10-10-10%) of the female respondents were perceived that female are good at multitasking, better at raising children and women do housework and management as best as men respectively.

Table.3. Distribution of respondents about supreme common stereotypes (male)

Ser. NO.	Men are supposed to:	Male		Female	
		F.	% age	F.	% age
1.	Are very untidy	20	40	20	40
2.	All men cheat	10	20	10	20
3.	Obsessed with sports	00	00	00	00
4.	Do not do housework	00	00	00	00
5.	Earn more money	20	40	20	40
Total		50	100.0	50	100.0

Source: Ground information or examination through the investigator

The outcome of table-3 monacles that maximum (40-40%) male respondents were observed then perceived man are very untidy and earn more money for their betterment respectively. Similar, most (20%) of the male respondents were perceived that the all men were cheat.

On the other hand, (40-40%) of the female respondents were at least similar perception and perceived that man are very untidy and earn more money for their betterment respectively. Comparable, most (20%) of the female respondents were also perceived that and observed that the men have cheat.

Table.4. Distribution of respondents about gender disparity

Ser. NO.	Gender disparity	Male		Female	
		F.	% age	F.	% age
1.	Gender discrimination	20	40	20	40
2.	Consciousness change in society	00	00	00	00
3.	Anti-social practices	05	10	05	10
4.	Gender disparity	20	40	20	40
5.	Gender violence	05	10	05	10
Total		50	100.0	50	100.0

Source: Ground information or examination through the investigator

Effect of table-4 make realized that maximum (40-40%) of the respondents as male were watched gender discrimination and gender disparity the most gender defilement aspect.

Fundamentally, most (10-10%) of the male respondents were also watched that the anti-social practices and gender violence were

regarded as the uppermost oppressive aspect as perceived by the male respondents.

Similar, most (40-40%) of the female as respondents were of the view and observed that the gender discrimination and gender disparity the most gender defilement aspect. Unpredictably, most (10-10%) of the female respondents were watched that the anti-social practices and gender violence were the tyrannical effort prospect respectively.

Conclusions and Recommendations:

Some worldwide adapted actualities are accounted for what's more, both observational and hypothetical outcomes are overviewed. Females' remain observed in a procedure worldwide alteration. Progressions might come from vicissitudes in innovation as broad locally situated creation old and diminished the interest for kids. Usually communication, the script provides implies with reference to come again the subjects gender orientation disparity remain appear toward related with general side by side of financial improvement: qualities, social confinements as well as parts, legitimate legacy commandments what's more, hones, the marital instance of advantage portion, fidelity against work as (polygyny) showcase become toward, instruction, maturity, specific marketplace dissatisfactions in endowment, switch radical basic leadership. The service of woman's improvement through women empowerment programs should be arranged at district level. Give help to survivors of each kind of abusive behavior at home and mastermind legitimate asylum to them. Likewise take genuine activities against each sort of brutality and guarantee the viable ramifications of enactment related to woman's security at each level.

References:

- McCall, C. 1980. Sampling and Statistics Handbook for Research in Education: National Education Association: USA.
- Nachmias, C. F. and D. Nachmias. 1992. Research methods in the social sciences, 4th Ed., Martin Press Inc., Kent, UK.
- Schuman, H., and Presser. S. 1979. The open and closed question. American Sociological; Review, 44: 692-712.
- Smedts HP, de Vries JH, Rakhshandehroo M, (2009). "High maternal vitamin E intake by diet or supplements is associated with congenital heart defects in the offspring". BJOG. 116 (3): 416–23. HYPERLINK
["https://en.wikipedia.org/wiki/Digital_object_identifier"](https://en.wikipedia.org/wiki/Digital_object_identifier) \h [doi](https://doi.org/10.1111%2Fj.1471-0528.2008.01957.x) :
 HYPERLINK ["https://dx.doi.org/10.1111%2Fj.1471-0528.2008.01957.x"](https://dx.doi.org/10.1111%2Fj.1471-0528.2008.01957.x) \h [10.1111/j.1471-0528.2008.01957.x](https://doi.org/10.1111/j.1471-0528.2008.01957.x) .
 HYPERLINK ["https://en.wikipedia.org/wiki/PubMed_Identifier"](https://en.wikipedia.org/wiki/PubMed_Identifier) \h [PMID](https://en.wikipedia.org/wiki/PubMed_Identifier) HYPERLINK
["https://www.ncbi.nlm.nih.gov/pubmed/19187374"](https://www.ncbi.nlm.nih.gov/pubmed/19187374) \h [19187374](https://www.ncbi.nlm.nih.gov/pubmed/19187374) .
- Thakur, D. 2003. Research methodology in Social science, Deep and Deep Publications (Pvt.) Ltd., Rajouri Garden, New Dehli, India: 475.

Effectiveness of Various Lecture Delivery Methods on the Learning of College Students:

By

Zara Nasim, Dr. Saima Ambreen

Abstract:

This study aimed to explore the “effectiveness of various lecture delivery methods on the learning of college students”. The research was carried out in various colleges of Quetta Baluchistan. This research was conducted following a pre - post Quasi Experimental design. The purposive sample of 30 students was equally divided into two groups. Group I is conventional method group and group II is modern method group. The primary aim was to assess the difference between these two lecturing method in terms of their effectiveness on student learning. A Purpose Specific Academic Achievement Test-PSAAT was constructed to assess Student’s level of learning after receiving lectures from the respective methods. In group I (n =15) the students were lecture through conventional method and group II (n =15) the students were lecture through modern method. Results indicated a significant increase in post test score for both lecture delivery method groups. But the difference between the score of the two comparison groups (i.e. conventional method & modern method) was non- significant indicating that both lecture delivery method are almost equally effective for the participating student.

Keywords: Lecture delivery methods, conventional method, modern method, purposive sampling, Qusai experimental design, learning.

Introduction:

Student are basically leaders of the future so they should be trained and groomed to face the difficulties and challenges of the future, but unfortunately in Pakistan mostly students do not receive proper guidance to face their difficulties. So we should try to open new doors for the appropriate education for all students including both men and women. Importantly doing this struggle we should not compromise on the quality of education, first responsibility regarding education comes on teachers that they should use verity of methods to teach students in class room.

A lecture is an oral presentation intended to present information or teach people about a particular subject, for example by a [HYPERLINK "https://en.wikipedia.org/wiki/University"](https://en.wikipedia.org/wiki/University) \o "University"

university or [HYPERLINK "https://en.wikipedia.org/wiki/College"](https://en.wikipedia.org/wiki/College) \o "College" college [HYPERLINK "https://en.wikipedia.org/wiki/Teacher"](https://en.wikipedia.org/wiki/Teacher) \o "Teacher" teacher s. Lecture delivery method helps students to improve their learning skills and with the help of lecture students try to improve their weak part of information Lectures are used to convey critical Information, history, background, theories and equations. Lecturing refers to planning and delivering a classroom teaching session or lecture. Lecture (from French word Lecture meaning reading process) is an oral presentation, tending to present information or teach people. During teaching beside knowledge content and communication skills of lecturer, the method used to deliver lecture is of key importance. Various methods and techniques are used to deliver lecture effectively including traditional lecture delivery and modern lecturing that includes presentation with IT support (Bronewll & Elson, 1991). Considering Pakistan lecturing is taken as the basic method of teaching that can effectively enhance student's learning. Based on the use of specific resources, different methods of lecture delivery are used in Pakistan. Two of the common lecture delivery methods are conventional method where white board/black board method and modern method / IT based method, where power point & other equipment are used (Barkley, Cross, & Major, 2005).

Conventional Method:

In this method during teaching the instructor proclaimed verbally, elaborate main points, draw sketch, and write down the problems on the white/ black board. So the main lecture delivery resource used in conventional method is whiteboard / black board .Mostly during this method no handouts are given to any students and they have to take notes during lecture. Students focus more intently on lecture and on content written on white board. White board/ black board are useful for recording single words or short phrases, or drawing simple diagrams. The simplicity in use of white board / black board can also be considered as its advantage. But writing on white board/ black board can potentially slow down the lecture delivery process (see for example Xingeng & Jianxiang, 2012) additionally the conventional method of lecturing can put student into a passive mode which in turn can affect their learning negatively.

Modern Method:

In this method teacher prepare and distribute slides based handouts among the students before starting the teaching session/instruction session. Teacher shows the power point slides and just explains the points. Though this type needs more efforts to prepare

the slides on the part of the teacher, but in this method as lectures are already out-lined and time schedule is fixed so lecture can be delivered in a flow. Additionally slides serve as memory aids enhancing learning of the students (McKeachie, 1999). Power point is now a day more widely used in lectures especially in higher education. This method results in better transformation of knowledge as it seems precise, pre-planned and systematic knowledge transformation. Disadvantages of lecturing through power point may include presence of irrelevant information in slide, reduced interaction with students, and uncontrolled/incoherent speech in presenting lecture.

Though many researches have indicated the effect of different lecturing methods on student's educational performance (see for example Vidakovic & Martin, 2004) but their differential effectivity for students has not been sufficiently studied in Quetta or Baluchistan. So, present study is concerned with assessing the effectiveness of various lecture delivery methods on the learning of college students.

Method:

The aim of the current research is to study the effectiveness of various lecture delivery methods on the learning of college students.

Objectives of the Study:

Followings are the main objectives of this study:

1. To assess the effectiveness of the conventional method of lecture delivery on student's learning.
2. To explore the effectiveness of the modern method of lecture delivery on student's learning.
3. To explore the differences regarding effectiveness of the two lecture delivery methods on student's learning.

These objectives were achieved following a pre- post quasi experimental design.

Sample:

A sample of 30 students was selected for this study including girls ($n=15$) and boy ($n=15$). The exclusion criteria for the participants were having prior knowledge of the topic assessed through the subject based Purpose_Specific Academic Achievement Test (PSAAT). The participating students were arranged to two groups randomly: Group I conventional method ($n=15$) group II modern method ($n=15$). The sample was selected purposively from various colleges of Quetta (Baluchistan).

Variables:

Lecture Delivery Methods: Two lecture delivery methods were used group I and group II. Group I lectured through conventional method (in which white board black board method is used). Group II lectured through modern method (in which IT biased techniques is used).

Student's Learning: In the current study student's learning on the selected topic was assessed through scores on Purpose Specific Academic Achievement Test-PSAAT.

Instruments:

A purpose specific Academic Achievement Test (PSAAT) was constructed and administered on the students to assess their level of learning. The test comprised of 20 objective type items that can be scored as 0 or 1 for incorrect and correct response respectively.

Procedure:

After taking the inform consent Purpose specific Academic Achievement Test (PSAAT) was administered to the entire participant as pre-test administration. Then the participants were randomly assigned to the two comparison groups i.e. group lectured through conventional method and group lectured through modern method. Both groups were lectured for one week on the specific topic following the respective method. After lecturing Purpose specific Academic Achievement Test (PSAAT) was again administered to the entire participant as post-test administration. The scores were computed and properly recorded for analysis through Statistical Package for the Social Sciences (SPSS).

Results and Discussion:

The purpose of the study is to analyze the effectiveness of various lecture delivery method on students' learning. First of all the strength of the newly constructed Purpose Specific Academic Achievement Test (PSAAT) was assessed through estimation of reliability and score distribution.

Table 1 shows the score distribution and alpha correlation coefficient of PSAAT. Results indicate that PSAAT is having satisfactory reliability ($p < .05$). Results further indicate that the scores distribution do not have any significant skew.

Differences of Mean and Standard Deviation of all Participants on Pre- Test and Post- Test Scores of Purpose Specific Academic Achievement Test (PSAAT)

To examine the differences of participant's mean scores on PSAAT before (pre-test scores) and after (post-test scores) administration of lecture using specific method, paired sample t-test was conducted for the full data and also for the two lecturing groups i.e. group lectured by conventional method and group lectured by modern method.

Table 2 indicates differences in mean and standard deviation of all participants on pre- test and post- test scores of Purpose Specific Academic Achievement Test (PSAAT). Results indicate significant ($p < .001$) increase in post-test means scores of participants. Results further indicate significant correlation between the two sets (pre-test & post-test) of data.

Table 3 indicate difference in mean and standard deviation of participants in group I (conventional) and group II (modern method) on pre- test and post -test scores of Purpose Specific Academic Achievement Test (PSAAT). Result indicate significant increase ($p < .05$) in post test scores for both group I and group II. Results further indicate significant correlation between the two sets of data.

Difference in Mean and Standard Deviation of Participants in Group I and Group II on post-test score of Purpose Specific Academic Achievement Test-(PSAAT)

To examine the difference in mean and standard deviation of participants in group I (conventional method) and Group II (modern method) on post -test Scores of Purpose Specific Academic Achievement Test-(PSAAT) independent sample t-test was conducted.

Table 4 displays differences in mean and standard deviation of post- test scores of students in group I and group II. Results indicate that though group II (students lectured through modern method) displayed relatively higher mean score than group I (students lectured through conventional method) but the mean difference is non-significant.

Aim of the study was to analyze the effectiveness of lecture delivery methods on students learning. For this purpose on the basis of

literature review two lecturing methods were selected including conventional method (use of white board/ black board) and modern method (use of power point/ multimedia). To assess the performance of the students a Purpose Specific Academic Achievement Test (PSAAT) was developed. To compare the performance of students in group I (students lectured through conventional method) and group II (students lectured through modern method) paired sample and independent sample t test was conducted. Results indicate that both groups showed significant increase in test scores after the lecture delivery. Furthermore, though group II showed relatively higher post-test mean scores but the mean differences in post-test scores (increased score) for the two groups were non-significant. This indicates that for our sample both lecture delivery methods seem equally effective. This finding is inconsistent with most research findings that assert that modern method is more effective lecturing method than traditional method (see for example, Xingeng & Jianxiang, 2012).

Limitation and Recommendation of the Study:

The foremost limitation of the study is the small and non-randomized sample size, so it is recommended that if the study is replicated on a larger and more representation sample then better/clearer results can be attained. Though quasi experimental design was used but non-inclusion of control group can also be considered as a limitation of the study. Inclusion of the control group in the design for future studies can lead to more valid results. Furthermore, use of test developed on more general topics that are relevant to various fields of studies for assessment of various lecture delivery methods is also recommended.

Table 1

Score Distribution and Alpha Reliability Coefficient of Purpose Specific Academic Achievement Test-PSAAT (N = 30).

Scale	No. of items	Mean	SD	α	Range		Skew (standard error)
					Min.	Max.	
PSAAT	20	10.13	3.41	.619*	5	17	.515 (.427)

Note. PSAAT= Purpose Specific Academic Achievement Test; SD= Standard deviation; $p < .05$.

Table 2

Difference in Mean and Standard Deviation of all Participants on Pre-Test and Post- Test Scores of Purpose Specific Academic Achievement

Test-PSAAT (N=30)

Scale	Pre-test		Post test		<i>t</i> (df)	<i>R</i>	CI 95%		Cohen's <i>D</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			LL	UL	
PSAAT	2.80	2.04	10.13	3.41	-18.04*** (29)	.633***	-6.34	-8.32	-3.140

Note. *M*= Mean; *SD*= Standard deviation; *CI*= Confidence interval; ****p* < .001.

Table 3

Difference in Mean and Standard Deviation of Participants in Group I (Conventional method) and Group II (Modern method) on Pre- Test and Post -Test Scores of Purpose Specific Academic Achievement Test (PSAAT) (N=30).

Score on lecturing group	<i>n</i>	Pre- test		Post- test		<i>t</i> (df)	<i>r</i>	CI95%		Cohen's <i>D</i>
		<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			LL	UL	
Group I	15	2.87	2.20	9.20	3.93	-7.67*** (14)	.581*	-8.10	-4.56	-2.256
Group II	15	2.73	1.94	11.0	2.60	-22.2*** (14)	.83***	-9.13	-7.53	-6.248

Note. Group I= Students who were lectured through conventional method; Group II= Students lecture through modern method; LL= Lower limit; UL= upper limit. **p* < .05; ****p* < .001.

Table 4

Difference in Mean and Standard Deviation of Post- Test Scores of Students in Group I and Group II.

Lecturing groups	<i>n</i>	Post test Scores		<i>t</i> (df)	<i>p</i>	95% CI		Cohen's <i>D</i>
		<i>M</i>	<i>SD</i>			LL	UL	
Group I	15	9.20	3.93	-	.136	-	.63	0.561
Group II	15	11.07	2.604	(28)		4.36		

Note. Group I= Students lecture through conventional method; Group II= Students lecture through modern method; CL= Confidence interval; LL= Lower limit; UL= upper limit.

References:

Anderson, L.W. & Krathwohl, D. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

Bipasha , S. M. (2013). Methods of Delivery of Lectures in the Classroom. *IOSR Journal of Research & Method in Education*, 2(2). Retrieved from HYPERLINK "<http://www.iosrjournals.org>" www.iosrjournals.org .

Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework.

Daniels, L. (1999). Introducing technology in the classroom: PowerPoint as a first step. *Journal of Comput. High Educ.*, 10, Pp. 42-56. Retrieved from HYPERLINK "<http://www4.gvsu.edu/ftlc/lectureskills.htm>" <http://www4.gvsu.edu/ftlc/lectureskills.htm> .

Dabbagh, N. (2005). Pedagogical models for E-Learning: A theory-based design framework.

Deden, A (2005). Program packaging and e-support for online student retention. Retrived from HYPERLINK <http://www.odlaa.org/events/2005conf/nonref/odlaa2005Deden.pdf> .

Hathaway, D. M. (2009). *Assessing quality dimensions and elements of online learning enacted in a higher education setting*. PhD dissertation, George Mason University. Retrieved from http://digilib.gmu.edu:8080/bitstream/1920/4593/1/Hathaway_Dawn.pdf.

Constitutional Development in Pakistan since 1947 till 1956:

By

Asif Khan, Professor, Dr. Usman Tobawaal

Abstract:

A constitution is the prime and leading document, which governs a country in a well-established democratic way. Hence, the paper was an attempt to highlight constitutional development process just after the birth of Pakistan. The objectives of the study were to find out the difficulties in the process of constitution making in Pakistan during 1947-1956, to explore the causes which blocked the constitution making process and to know the role of politicians and other stakeholders in constitution making process. The research questions were what types of difficulties faced during constitution making process in the years 1947-1956? What factors obstructed the process of constitution making process in 1947-1956? And Pakistani Politian's and other stakeholder played what type of roles in the constitution making in year 1947-1956? This research was qualitative in nature. The information was collected through primary and secondary data. Primary data was collected from senior bureaucrat, these bureaucrat were from different departments. The primary data was also collected from professors of different colleges and public universities and constitution experts like lawyers of high courts and Supreme Court through interviews. The secondary data was collected from different books and articles available in library of Balochistan University and public library Quetta. The details of the frequency test showed that there were 9 contributors and among them 4 contributors they agreed with this question that yes they think politicians played a key role in development of constitution for country. Frequency test of the results explored that total participants agreed with this question they said yes they think unstable political situation and interference of law enforcement agencies were the basic Cause behind the blockage of constitution development. The constitutional process faced a lot of administrative difficulties, and problems of limited professional constitutional experts.

Keywords: Constitution, colonialism, constitutional agreement, communism fundamental principles, legislative body, linguistic unity

Introduction:

The first constitution was codified by Romans in 449 BC, called as 12 tables; these codes further became operational under a sequence related to bylaws that finally modernized comprised of a single code in 428 AD. The word constitution is a Latin word "*constituere*" which means institute together. The latest history of constitution begins from USA in the year 1787, when it was firstly written and thereafter ratified in the year 1789. In today's world, there are about 200 nations which are independent even few among them have still not acknowledged as autonomous states and they do not have their personal constitutions. There is a rich history of constitutional rule of law. According to Aristotle along with other philosophers the work in British as well as in France supported in the establishment of the western ideas of constitution like distribution of authority along with accountability related to rulers. Whereas the European lawful structures are divided into two main groups one is common or general law and the other is civil law.

Pakistan came into being in 1947 which was a introverted occasion in the current history related to the world. This was due to Pakistan has comprised of two divided localities with having different geographical aspects. The Eastern wing and the Western wing, The Eastern wing be not only a single cultural political unit but a complete majority towards the population of the country, whereas the western wing has had no linguistic unity. The western wing comprised of three complete federating entities. Based on Punjab, Sind and NWFP as well the ruler commissioner's territory, British Balochistan. Ten States administered by Princes that were: Bahawalpur state, Haripur state, Makran state, Lasbela state, Kalat state, Dir State, Amb State, Swat state and Chitral state, along with frontier ethnic areas that were affiliated among western wing, and so therefore the structure designers related to the constitution faced complicated conditions. The structure designers related to constitution developing had from the beginning attempted to acclimatize federal method but still this exploration have become more complicated.

During the period of establishment of Pakistan and temporary constitution became brought in but that was tailored version related to the act of India 1935. Thereafter the assignment of making/designing constitution was assigned to the Constitution Amendment of the country which started to commence from August 1947. The overall procedure related to constitution designing initiated by way of the passing purpose declaration. The purpose declaration was passed in month of March 1949 which sketched the fundamental principles as well as foundation related to the constitution.

After passing of the object decision through essential legislative body thereafter it was to formulate the constitution. The initial step after passing objective decision it was to set a Fundamental Principle committee. The committee comprised of 24 members included Muslims, Non-Muslims as well as women; a subcommittee was also formed to assist FPC.

The first FPC given more than a report so that it was assumed as the 1st and 2nd report to further recognize the different efforts that were done by FPC. The 1st statement/report that was presented in the 1950s constituent assemble delineated convinced broad as well as major principles, the role of that committee was not limited to frame the constitution but also to identify broader principles as well, as in future it was to provide as a fundamentals as well as foundations related to the constitution.

The first recommendation made by the committee in its report was the object decree would have to be incorporated inside the constitution such as the instructive doctrines related to the policy be assumed as guideline related to making of policy.

The other essential commendation stated so as to the state head to subsist the named such as president and he/she be elected through joint session related to parliament for the period of 5 years, that meant any person has to hold the presidential office at least for a period of 5 years. Besides this the president be assigned optional authorities along with certain additional classes related to authorization were suggested to be implicit in the jurisdiction of President, even though the power has to be worked out by Prime Minister.

As far as the legislation is apprehensive as recommended in the 1st report there would be upper as well as lower houses. The upper house would be authorized for the equality of provincial representation. While the lower house recommendations would be considered on the base of populace, which meant that the more populated province will be given the more representation such as Eastern Pakistan was having more population it would be given more representation as compare to Western Pakistan which is low in population. Whereas as far as the authorities are concerned it would be divided equally among both the houses, which means that both the house would be having same level of authorization.

The Cabinet as well as the Prime Minister is to be accountable/answerable against both houses related to the parliament.

So therefore through this methodology it would to provide certain fundamental principles, where the report was like a silent platform

related to the problem of Nationwide language no any recommendation/suggestions was made on this particular subject related to language.

The report although faced criticism about why the representation is equal. As stated in the 1st report which said about equality in this case few were stating why equality is being created. Whereas the 2nd report have room for the problem as raised in the 1st report. The 2nd report was affirmed against the ideology related to federation. The Western Pakistan supported equality for the upper house only. During the discussion period of the report there arose a political instability in the country. As a result, and due to the crises, The Prime Minister of that time Mr. Nizam-ud-din was detached from his workplace/office and the new Prime Minister was selected named Ch. Mohammad Ali.

After joining of Mr. Mohammad Ali he along with his team premeditated all the problems and therefore re-prepared the report which later on called as the 3rd report. And commonly in the history of our country the report was named as Mohammad Ali formula as due to under his Prime Minister ship a modern set of suggestions were primed that were later on represented against the assembly. The formula was represented in the month of October 1953 which was a revised proposal keeping in view the comments as well as the criticism and therefore it was assumed as a fresh policy and procedure towards providing representation to various units of the country. It was agreed that upper house will be having equality of representation towards all the units of the country and for that reason the country was alienated into 5 units. One unit existed in the Eastern side of Pakistan whereas the remaining four units existed in the Western side of Pakistan and therefore each unit was provided with equality of representation.

Statement of the Problem:

The aim of the study was to explore the reasons that hindered the constitution making during 1947-56 in Pakistan. And to figure out the role of founder political party along with other political parties and the law enforcement agencies in constitution making during the time period of 1947-56.

Justification and likely Benefits:

A constitution is the prime and leading document, which governs a country in a well-established democratic way. Hence, the paper is an attempt to highlight constitutional development process just after the birth of Pakistan. This thesis un-covered all the possible causes which may have affected constitution making process in Pakistan along with the stability of Pakistan.

Objectives of the Study:

1. To find out the difficulties in the process of constitution making in Pakistan during 1947-1956.
2. To explore the causes this blocked the constitution making process.
3. To know the role of politicians in constitution making process.
4. To find the role of law enforcement agencies in constitution making process.
5. To find the role of founder political party of Pakistan in constitution making.

Research Questions of the Study:

1. What types of difficulties were faced during constitution making process in the years 1947-1956?
2. What factors obstructed the process of constitution making process in 1947-1956?
3. Pakistani Politian's played what type of roles in the constitution making in year 1947-1956?
4. Was there any role of law enforcement agencies in the constitution making process at that time?
5. What was the role of founder party in the constitution making process during 1947-1956?

Hypothesis of Study:

H#1 Constitution making process faced a lot of challenges.

H#2 Factors involved in the delay of constitution making in 1947-1956 were not ordinary in their nature.

H#3 Political parties had a major role in the constitution making process then law Enforcement agencies.

H#4 Founder party played a vital role in the constitution making process in years 1947-1956.

Significance of the Study:

This study aims at the exploration of the factors involved in the constitution making process just of the birth of our country and also the reasons of delay in constitution making process which resulted in the instability of the country in some form. So the study will help in two ways: one- it will develop an understanding of the constitution making process and Secondly- it will reveal the factors that had hindered the constitution making in Pakistan after its inception. Study will help

new generation leaders to evaluate their role under the light of this paper and it will also help young generation to understand, the how democracy is achieved through constitution of the country.

Literature Review:

Constitution is a basic law through which a government of any nation/state is structured, and the pleasantly through the associations of individuals or ethical persons of community are decisively influenced. It can be written utensil, a particular text or it can be sequential related to texts, endorsed by sovereign authority for a given period of time. It could be relatively specific consequence of a sequence related to legislative endorsements, ordinances, judiciary decisions, patterns as well as traditions of different origin that are related to disparate principles and significance. (Borgeaud C, 1892, pp. 613- 615)

A constitution is a set of rules governing the functioning of a country. To be more specific, a set of statements determining the way in which a country is established, ruled and its day to day running. Without a constitution, government, created to run a country, wouldn't be able to operate as each set of actions that the parties forming a nation state, be it the private sector, civil society and or communities, are governed by the very rules that make up a constitution.

Each country is different. The physical environment surrounding each country, geographically, first of all, determines the shape a country forms in terms of its language, the general physique and physical appearance of people in it and the threshold for people to be able to thrive as constantly growing individuals and communities. Second, the historical background of a country, especially at formation, such as the invasions, battles fought and lost, those won; the religious cultural impact of invaders results in the psyche of the people being affected and changed; as a result, the context within which each country operates in and the manner in which it operates differs from that of other nations. As it is only the individual people comprising the country that determines how it is; the people form the country, they not only determine the mechanisms by which the nation operates but also how the mechanisms run. The difference in peoples of a nation, not only forming it, but also running the state then ascertains the difference in the constitutions across the globe.

There is no easy way to compare constitutions, and there has been much academic debate as to whether comparison is even possible; this debate far exceeds the precincts of this paper. For our purposes, some examples of differing constitutions will be given to depict the richness

of constitutions across the globe.(Ginsberg T and Dickson, 2011, pp. 19-38)

The history of constitutions is not an easy task to count, while considering numeral of constitutions, articles related to various countries in all six constituencies such as: America, Asia, Africa, Middle East, Oceania and Europe, for several times the constitutions were made in emergency either interim but in the same period as well as everywhere. (Cordeiro J L, 2008, pp. 2, 3, 8, 9)

After passing nine years of struggling the framing of constitution of Pakistan became a success which was implemented on dated 23rd March 1956, along with all greater level of eagerness throughout the country. The making of constitution in Pakistan was like a nightmare due to worst kinds of prejudiced rivalry and threatening of unity along with generating a pervasive sense of annoyance as well as distress amid the people. The initial constituent congregation was suspended in the month of October 1954 on the basis that it lost the people's self-reliance and confidence. As a result, and after transiting 7 years of independency the country still remained inconsistent and without compact political institutions. Besides this the prestige of the country was at stake inside the country and abroad as well moreover, this showed the inability of the country in developing written constitution. The constitution as assumed in the 2nd legislative body on 29th February 1956 was prolonged, comprehensive as well as firm containing 234 number of articles that further divided into 13 branches and six schedules which might be likewise the constitution of India. Possibly it is the most detailed as well as largest in the international scenario. (Choudhury G W, 1956, pp. 243,244)

The state of affairs through which the Pakistan achieved her sovereignty were for the most part hostile and unfavorable, these included insufficient system of administration as well as tremendous problem of refugees, along with the country lacked with financial resources, insufficient communication as well as transportation system. The difficulties faced by Pakistan were more severe as compared to the difficulties faced by the government of India. (Gaho G M et al, 1980, pp. 1-3, 10)

Pakistan became an independent country following clause eight related to the independence act of India 1947 and ruled under Act of India 1935. M. Ali Jinnah became the first Governor General of the country; the voter legislative body was first comprised to draft the constitution of Pakistan. It 1st summoned on August 11, 1947 before British rule ended on 15th of August 1947. M. Ali Jinnah the founder of Pakistan became the first elected President of the Assembly, but unfortunately

very soon he died on September 11, 1948. Firstly the assembly constituted with sixty nine member thereafter ten members included so the total strength of members came to be seventy nine out of which forty four belonged from East Bengal, twenty two belonged from Punjab, five belonged from Sind and three member were from NWFP and one member from Balochistan, one from Khairpur and one from the tribal areas related to NWFP. The first constituent legislative body was failed to fabricate a constitution and behind the reason of which was the sudden death of the founder Mr. M. Ali Jinnah. Thereafter Mr. Liaquat Ali Khan take the oath as the first Prime Minister of the country who was murdered, then Mr. Khawaja Nizam-ud-din take the oath of Prime Minister, he attempted to structure the constitution but the Governor General Mr. Ghulam M. terminated him and appointed Mr. M Ali Bogra. Mr. M. Ali Bogra presented a formula for constitution on 17th of October 1953 which he was going to pronounce on 25th of December 1954; however Governor Gen. Ghulam M. suspended the assembly on 24th of October 1954. Keeping in view the above historical perspective to frame the constitution, it was realized that there were key reasons as well as two basic disparities for the failure in making of the constitution first was the function of religion Islam and the second main reason was the associations among provinces and federal government. Later on the legislative body was reconstituted on 28th of May 1955 and lasted till 23rd March 1956 as soon as the fresh constitution been accepted and the country develops into a Republic. (Barech N, 2000, pp. 1, 2)

Methodology:

Procedure:

This research was qualitative in nature. The information was collected through primary and secondary data. Primary data was collected from senior bureaucrat, these bureaucrat were from different departments. The primary data was also collected from professors of different colleges and public universities and constitution experts like lawyers of high courts and Supreme Court through interviews. The secondary data was collected from different books and articles available in library of Balochistan University and public library Quetta.

Statistical Analysis:

The collected data was analyzed through SPSS software and the result was organized in tabular and graphic form.

Analysis and Results:

Table 4.1 shows administrative difficulties regarding the process of 1956 constitution development.

ca3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	88.9	88.9	88.9
	No	1	11.1	11.1	100.0
	Total	9	100.0	100.0	

Analysis 4.1

Frequency test of the above table 4.3 displays that the total number of participants in this study were 9 in number and the results showed that among 9 participants 8 participants they said yes to this question that there are a lot of administrative difficulties regarding the process of 1956 constitution development. Whereas 1 participant disagreed and said no to this question that there were lot of administrative difficulties regarding the process of 1956 constitution development.

Table 4.2 shows constitution development since 1947 till 1956 face budgetary problems.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	9	100.0	100.0	100.0

Analysis 4.2

Frequency test of the above table 4.4 explores that all 9 participants they said no to this question that, the constitution development since 1947 till 1956 face budgetary problems.

Table 4.3 shows early constitutional process faced the problems of limited professional constitutional experts

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	66.7	66.7	66.7
	No	3	33.3	33.3	100.0
	Total	9	100.0	100.0	

Analysis 4.3

Frequency table of the above table 4.6 examines that among 9 participants 6 participants they disagreed with this question and said no early constitutional process faced the problems of limited professional constitutional experts. While rest of the participants those were 3 in number they agreed to this question that yes early constitutional process faced the problems of limited professional constitutional experts.

Table 4.4 shows resources available for constitutional development.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	3	33.3	33.3	33.3
Valid No	6	66.7	66.7	100.0
Total	9	100.0	100.0	

Analysis 4.4

Frequency table of the above table 4.6 explores that among 9 participants 6 participants they disagreed with this question and said no there were limited resources available for constitutional development. Whereas 5 participants they agreed and said that yes there were limited resources available for constitutional development.

Discussion:

This work was an attempt to give a critical explanation of the constitutional growth in Pakistan from 1947 to 1956. The key purpose of this research had been to study and examine the issue and chronic problems which made constitution process in Pakistan so hard, highly complex and complicated job. The first vital nine years of, Pakistan's constitutional history (1947-1956), the parliamentary and political system was not able to frame or draw constitution for newly established stat Pakistan.

The Constituent Assembly was made on July 26th, 1947, set to responsibility to draw the new constitution and serving as the sovereign, unicameral central parliamentary body, The Constituent Assembly established several team or committee and sub-committee to shape or outline the future constitution.

After facing tremendous problems of a political nature dealing with concerns of federalism as between the constituent units of the country, the constituent Assembly created at the time of independence was ready to promulgate the first constitution of Pakistan in September 1956 when it was dissolved by the Governor-General. (To be changed) The job of developing a constitutional process for such a shop as pregnant with an amount of essential difficulties and problems. In the early years, the linguistic dispute was also one of the most vital and significant problem which hampered the constitution-making endeavors. The Bengali representatives were aware of these particular and diverse geographical and social components, they lost no event to extend the differences. They stressed the ideas of separateness in their speeches in the central and provincial legislative council's or assemblies. For example, Abdul Mansur Ahmad, a dynamic and prominent member from East Pakistan, observed in the constituent Assembly. Mahmood S (1993, p. 2)

Pakistani Government began working under the changed Indian Government Act of 1935 after its establishment. The Central legislation assembly performed two jobs. It had started work as central constitute assembly and took endeavors to outline the constitution for the new nation.

The Bengali government officials were aware of these particular topographical and social components, and the lost no event to extend the distinctions. They highlighted the purposes of separateness in their talks in the constituent Assembly and commonplace gatherings. For example, Abdul Mansur Ahmad, a conspicuous part from East Pakistan, saw in the constituent Assembly.

Chaudhry (1955), Chaudhry has explored that, the first difficulty faced by constitution assembly was to define the state's characteristics as "Islamic state". As conflict had occurred between Ulama and intelligentsia of Pakistan. Second difficulty faced by the constitution assemble was to find a common parliament for the so divers East and West Pakistan. Third difficulty faced by constitution assembly was the distribution of powers between federal and provincial governments. Fourth and the last difficulty as mentioned by Chaudhry.(1955) constitutional assembly faced during the constitution making process was the difficulty of language differences, as in East of the country Bengali language was spoken and in the West different other languages like , Punjabi, Pashto, Sindhi and Balochi were used for communication. So to declare a single language as the official language of the newly born country was not easy and become a hurdle in constitution making process. As second by Bukhari, that The dearth of agreement among the east and west Pakistan in all matters going

from the connection between Islam and the state to the issue of electing the national language caused Pakistan to be without a constitution for nearly nine years and in a state of continuous political disorder and uncertainty. Ghao. M. G. et al. states that insufficient administrative structure, refugee problems, lack of financial resources, inadequate resources of communication and transportation, different languages, lack of skilled leadership and the missing of national agreement were major issues in the delaying of constitution making after Pakistan's birth.

Conclusion:

The constitution making in Pakistan was like a nightmare because of the worst types of prejudiced rivalry as well as threatening of unity along with generating a pervasive sense of annoyance as well as distress amid the people.

Since the inception of Pakistan the country faced various constitutional issues and hurdles, soon after the independence the initial eight years of the country were without having any constitution even though the occurrence of the country was unique in itself in the year 1947. The first eight years from 1947-1955 the country ruled under the Indian Government Act of 1935 after making few amendments and modifications in the Act. The first legislative body constituted by Mr. Jinnah to resolve the issue related to constitution could not continue due to the sudden demise of Mr. Jinnah who as the founder of the country and became the first Governor General of the Pakistan, he was very well-known about the situation and he knew very well how to handle these issues and hurdles towards making constitution and stabilizing the country as well as to tackle the issue of East Bengal, he had a strong background, he was elected as the first President of the constituent assembly but unfortunately he couldn't live enough to take-up the country on track and died in September 1948 just passing only one year of independence. Besides all this and during the initial stage of independence there existed vested interest of few people while making constitution. Another major issue that was faced by the country was the issue of East Bengal concerning its geographical situation, political instability and the demand of Bengali people to recognize the Bengali language as a state language, the situation of Bengal was very complex and Indian hostile attitude was also prevailed. the composition of inclusive constitution, arrival of too many refugees, lack of competent people/managerial staff to handle such worst situation and tackle the economic downfall. At that time the total members of constituent assembly was 79 out of which forty four belonged to East Bengal so the increase in the members from East Bengal enhanced the voting capacity as well as demands of East

Bengal to be accepted or motivated but in the presence of all these factors and consequently that resulted in the shape of separation of Bengal in the year 1971 which was like a defeat for the country and on the other hand due to the non-availability of constitution the gravity of problems continued to exist. The history of Pakistan is filled with many challenges, to meet these basic challenge related to constitution the objective resolution was passed in 1949 which was followed by the then Prime Minister Mr. Liaquat Ali Khan but rather to make it better this resolution makes the political situation as worse than it was before, the concerns related to the future of the country came into stake due to many problems such as:

- Linguistic issues
- Allocation of seats in legislative assembly
- Distribution of authorization among the federation and the federating units

Recommendations:

Same like the framing of the constitution of Pakistan was like a nightmare similarly to provide solid recommendations are also complex however and generally some of the recommendations might be supportive towards handling the issues related to constitution making and avoid anarchy are as such.

The main objective of a separated country was to build an Islamic state, as the making of constitution is significant so it was necessary that the clauses of Islamic laws has to be incorporated in the constitution but unfortunately no one noticed the seriousness towards introducing a religious state and all was unsuccessful to manage the incredible difficulties through which a proper system could be tackled. Moreover there existed no harmony towards the wisdom linked to the term as religious state. Although it was not precisely defined, verbally the sayings of intelligentsia of the country were to shape a vast degree of taking as well as eagerness. . It was necessary to tackle the developmental as well as political sustainability. It was crucial to stop the breakdown of constitution and strengthen political misfortune. It was also important to engage in the activities related to the development of socio-economic situation and divert additional doubts amid the masses. It was incredibly important to redirect this type of atmosphere related to economic as well as political anarchy and the military would not had to overcome and confine the reins related to government in 1956. Ulemas must not forcibly or by any means introduce Islam in the shape of a limited religion instead they might showed it through their own actions by doing right and they had to

make associations through convincing and motivation strategies, all that would be possible if there existed a firm unity.

The political system of Pakistan was like parliamentary and centralized just in a prescribed sense throughout the first 10 years after independence, but actually it was federal government structure by means of mainly influential executive, supported by army as well as bureaucracy.

It also became essential to incorporate some provisions on the basis of emergency. The ethnic problems minorities problems, the problem of Eastern Pakistan, intervention by military as well as a ill-considered behavior of politicians which resulted in the shape of more than one constitutions consecutively.

The continued imposing of martial law, death of Mr. M Ali Jinnah, assassination of Mr. Liaquat Ali Khan, political instability, Indian hostile attitude, issue of Jammu and Kashmir, Problems of Bengla Desh, non-availability of unity, the non-continuity of democratic government, issues of Ulemas, economic non-development, a large number of migrants and poor management all these factors either natural or man-made did not handled properly, the country remained and faced at the same time various issues and these could only be handled properly if there existed a united leader ship and a proper association among military as well as non-military units.

The compact political institutions stability must have been ensured. It could be summed after passing years and before the revolution of October in 1958, the unsteadiness, anarchy as well as disorder concluded to declare martial law by the then president Mr. Iskandar Mirza, he appointed Gen. M. Ayub Khan Chief administrator of martial law.

References/Bibliography:

Ahmed, S. N., and Sajida, B. (2015). Historical Perspective of Political and Constitutional Development in Pakistan, IOSR Journal of Humanities and Social Science Volume 20 No 2 (pg 77-79)

Azhar, N. (1989). Constitutional Development of Pakistan Since 1947 to the present, Author & Publishers; Story of Pakistan, (pg 2-4)

Bakhari, A. M. (1980). The Constitution of Pakistan Issues: Challenges and Options, Journal of Political Science, Published by: Punjab University Lahore. (pg 15,16,17)

Barech, N. (1999). Brief Political History of Pakistan. Publisher: Center for Peace and Development (CPD). (pg 1,2)

Bokhari, A. M. (2000). The Constitution of Pakistan Issues: Challenges and Options, Journal of Political Studies (pg,17)

Borgeaud, C. (2012). The Origin and Development of Written Constitutions, Published by: The Academy of Political Science Volume 7 No-4 in 1892 (pg 613-61)

Burki, S. J. (1986). *Pakistan: A Nation in the Making* (Boulder, Westview Press,
(pg 42)

Choudhury, G. W. (1956). The constitution of Pakistan, Published by: Pacific Affairs, Volume 29 No-3 (pg 243,244)

Choudhury, G. W. (1956). The Constitution of Pakistan, Source: Pacific Affairs, Vol. 29, No. 3 (Sep., 1956), pg. 243-252 Published by: Pacific Affairs, University of British Columbia Stable URL: HYPERLINK "http://www.jstor.org/stable/2753474%20..p%20243" [http://www.jstor.org/stable/2753474 ..p 243](http://www.jstor.org/stable/2753474..p 243)

Choudhury, G. W. (1955). Constitution making dilemmas in Pakistan, Published by: University of Utah Volume 8 No-4 December 1955 (pg 589,590,591)

Cordeiro, J. L. (2008). Constitutions around the World: A view from Latin America, Published by: Institute of Developing Economics (IDE), JETRO, pg 2-5,8,9)

Constitutional and Political Development, (1973). Constitutional History of Pakistan, Constitutional and Political Development (1947-1973, pg 1)

Curtis, G. T. (1999). History of the Origin, Formation and Adaptation of the constitution of the United States with notices of its Principal Framers. Volume -1, (p 29,30,35,282, 286)

Dawn(1999), Independence Day Supplement, August 14, 1999; Quaid-i-Azam Mohammad Ali Jinnah: Speeches and Statements as Governor General of Pakistan 1947 – 1948 (Islamabad, 1989), 46; Mr. Jinnah's presidential address to the Constituent Assembly of Pakistan, HYPERLINK "<http://www.pakistani.org/pakistan/legisl>"
<http://www.pakistani.org/pakistan/legisl>

Gaho, G. M., Ahmed, H. S. B., and Syed, A. M. S. (2015). THE PROCESS OF CONSTITUTION MAKING IN PAKISTAN FROM 1947-1954: HISTORICAL AND POLITICAL PERSPECTIVE The Government: Research Journal of Political Science Vol. IV.

Gaho, G. M., Ahmed, H. S. B., and Syed, A. S. (1954). The process of constitution making in Pakistan From 1947 to 1954: Historical and political perspective, Published: The Government: Research Journal of Political Science Volume 4 (p 1-3,10)

Ginsberg, T., and Dickson, R . (2011). Compararative Constitutional Law. Published by: Eward Elgar Publishing limited. (pg 19-38)

Government of England. (2000), Constitution, publisher and Author: Government of England, (p 2,3)

History Pak.com. (2000), Provisional Constitution (1947-1956) posted by: HistoryPak, Published in: History Pak.com, (pg 2-3)

Kokab, R. U. (1958). Constitution Making in Pakistan and East Bengal's demand for Provincial Autonomy (1947-1958), Journal of Pakistan Vision Volume 12 No-2 date unknown (pg 155,156,191)

Mahmood, S. (1993). Pakistan divided, Jang publishers.(pg 2)

Mavcic, A. (2001). The constitutional Review, (p 195)

Nawaz, A. (2015). Political Instability in Pakistan (1947-1956) Publisher: International Journal of Art and Humanity Science (IJAHS), Volume 2 No-1 (pg 19-21)

Shah, A. A. (2011). Federalism constraints and opportunity in Pakistan, Publisher: Academic Journals Volume 7 No-2 , pg 79)

Pakistan Journal of Islamic Research. (2015). Pakistan, An Islamic State or a State for Muslims?A Critical Appraisal of Islam's Role in Pakistan. Pakistan Journal of Islamic Research Vol 15, .(Pg 27-28)

- Pakistan Affairs online.(2000). Constitution making in Pakistan (1947-1956) Author and Publisher: Pakistan Affairs online, pg 1,2,3)
- Pasha, A. S.(1995). Paksitan a political study. published by Sang-e-Meel Publications. (P.94)
- Rai Technology University. (2011). Constitutional development in India, Publisher and Author: Rai Technology University (pg 2-5)
- Ralph, B. (1963). Public Bureaucracy and Judiciary in Pakistan, Princeton University
- Scheppele, K. L. (1999). Perspectives on the Constitution: Constitutions around the world, Published by University of Pennsylvania (p 1-3)
- Shah, N. H. (1986). Published 1986. WAJIDALIS LIMITED 93-B, Gulberg II, Lahore, Pakistan (pg 3)
- Symonds, R. (1976). Making of Pakistan. 1976Aalameen publications, press22/10, Rattigan Road Hajvery Lahore. P.93
- Wijenayake, L. (2016). Constitutional development in Sri Lanka, Published by: PILDAT Conference on constitutional Development in Pakistan, (pg 5,6,11)
- Zarrin, F. (2013). Jinnah's vision of Pakistan as a modern Islamic State. Ma'arif research journal (pg 1).

علامہ اقبال اور بلوچی زبان و ادب

رحیم بخش مہر، اسسٹنٹ پروفیسر شعبہ بلوچی، جامعہ بلوچستان
نسرین گل بلوچ، اسسٹنٹ پروفیسر، شعبہ بلوچی، جامعہ بلوچستان

Mrs. Surraya Bano, Assistant Professor Pakistan Study Centre
University of Balochistan Quetta Pakistan

Abstract:

Allama Iqbal has passed as a popular intellectual, poet and a Literary figure in Urdu and Persian languages. Through his poetry, he not only created political and national vigilance in Muslims of the subcontinent, but also gave the message of practical commitment and unanimity to Muslim Ummah with their traditional and political history. Similar to the other languages and societies, his poetry has left effects on Balochi language and society as well. In this research paper, along with the effects of Allama Iqbal's poetry on Balochi literature, the poetry, thoughts and Ideas have been explored on research base.

تعارف:

علامہ محمد اقبال کی شخصیت، فکر و شاعری نے برصغیر پاک و ہند، ایران و افغان کے ساتھ ساتھ پوری عالم انسانیت کو اثر مند کیا۔ بلوچستان میں جدید سیاسی و ادبی تحریک کی بنیاد بھی علامہ اقبال کی ملی و قومی فکر و شعور کی مرہون منت ہے۔ بلوچی جدید ادب پر ان کی شاعری کے اثرات نمایاں نظر آتے ہیں، بلوچ معززین و شعراء نے ان کے نقش قدم پر چلتے ہوئے بلوچی زبان و ادب میں ایک نئی روح پھونکی۔ اس تحقیقی مقالے میں بلوچی زبان و ادب پر ان کے فکری اثرات کا جائزہ لیا گیا ہے۔ بلوچی زبان میں ان پر کئے گئے تحقیقی و تنقیدی کام کا تفصیلی جائزہ پیش کیا گیا ہے۔

برصغیر پاک و ہند کے دو نامور شعرائے کرام نے بلوچستان کے عوام کے ساتھ اپنی سچی لگن اور محبت کا اظہار اپنے کلام کے ذریعے پیش کیا ہے۔ ان نامور شاعروں میں ایک سندھ دھرتی کے اہم سپوت اور صوفی شاعر سائیں شاہ عبدالطیف بھٹائی ہیں جنہوں نے سُر سستی کے پانچ سُر میں بلوچ عوام اور بلوچی زبان سے اپنی محبت اور یگانگت کا بین ثبوت پیش کیا ہے، اور دوسرے شاعر مشرق علامہ محمد اقبال ہیں جنہوں نے اپنی نظم ”بڈھے بلوچ کی نصیحت بیٹے کو“ میں اپنی والہانہ محبت کا اظہار کیا ہے۔ اسے اتفاق سمجئے کہ ان دونوں نامور شعرائے کرام نے بہ نفس نفیس خود چل کر بلوچستان کے سنگلاخ چٹانوں اور پتھریلے میدانوں کا سفر بھی طے کیا۔ شاہ عبدالطیف بھٹائی جوگی اور سنیاسیوں کے ہمراہ عین عالم شباب میں بلوچستان کی سرزمین پر تشریف لائے تھے اور انہوں نے بلوچستان کے جغرافیہ اور یہاں کی تہذیب و ثقافت کا مشاہدہ

کیا، جسے بعد میں انہوں نے اپنی شاعری میں منتقل کر کے سندھ و بلوچستان کو ایک دائمی رشتے میں جوڑنے کی کوشش کی ہے۔ علامہ اقبال نے بھی عین عالم شباب میں بلوچستان کا پہلا سفر کیا، وہ اپنی زندگی میں دو دفعہ بلوچستان تشریف لے گئے، پہلی دفعہ مئی ۱۹۰۳ء میں، جبکہ دوسری دفعہ نومبر ۱۹۳۳ء میں انہوں نے بلوچستان کا سفر کیا۔ اقبال کا دوسرا سفر دراصل افغانستان کے سفر کا حصہ تھا، افغانستان سے واپسی پر انہوں نے قندہار، چمن کا راستہ اختیار کیا، وہ ۲ نومبر کو چمن پہنچے اور پھر کوئٹہ سے بذریعے ریل لاہور روانہ ہوئے۔ (۱) ” علامہ کے بلوچستان کے اس پہلے سفر کی بنیادی وجہ انکے بڑے بھائی شیخ عطا محمد کے خلاف سرکاری سامان خرد برد کرنے کا جھوٹا مقدمہ تھا، اس قضیے میں پولیٹکل ایجنٹ بھی ہندو اوورسیئر کے ساتھ ملا ہوا تھا، اور یہ امکان تھا کہ یہ لوگ گواہوں اور عدالت پر اثر انداز ہو کر مقدمہ کی کاروائی کو متاثر کریں گے، علامہ نے کوشش کی کہ اس ہندو اوورسیئر اور انجینئر کا تبادلہ کرادیا جائے یا مقدمہ کسی دوسرے ضلع کی عدالت میں منتقل کر دیا جائے۔ علامہ کی کوششوں کی بدولت شیخ عطا محمد کے تینوں مخالفین کا تبادلہ ہو گیا جس کی وجہ سے مقدمہ کمزور ہو گیا، بعد میں شیخ عطا محمد کو اس مقدمے سے با عزت بری کر دیا گیا۔ (۲)

اس مقدمے اور سفر کے حوالے سے اقبال کے تین خطوط میں مواد موجود ہیں، دو خط نواب حبیب الرحمان خان شروانی کے نام جب کہ ایک خط سید تقی کے نام ہے۔ سید تقی کے نام جو خط لکھا گیا ہے اس میں سفر کی تکالیف اور اس مقدمے کے بارے میں تفصیلاً ذکر کیا گیا ہے۔ علامہ اقبال اپنے خط میں لکھتے ہیں: ”ڈیئر سید تقی! السلام علیکم آج مقام کوٹ پہنچے، گھوڑے کا سفر اور گھوڑے سے اکتائے تو اونٹ کا سفر خدا کی پناہ پہلے روز ۳۷ میل سفر گھوڑے پر کیا، آپ اندازہ کر سکتے ہیں کہ مجھے کس قدر تکلیف ہوئی ہوگی، لیکن جو تکلیف محبت کی وجہ سے پیدا ہوئی وہ لذیذ ہو جاتی ہے۔ فورٹ سنڈیمن (موجودہ ژوب) ابھی یہاں سے ۵۰ میل کے فاصلہ پر ہے، پرسوں پہنچیں گے، بشرطیکہ کوئی (بارش نہ ہوئی، آج مقام کوٹ پہنچتے ہی بھائی صاحب کے متعلق خبر ملی۔ (۳) ڈاکٹر انعام الحق کوثر نے اپنی کتاب ”اقبال اور بلوچستان“ میں علامہ کے سفر بلوچستان کے مختلف پڑاؤ بیان کرتے ہوئے لکھا ہے۔ ۱۹۰۳ء میں پہلی بار علامہ اقبال بلوچستان میں بمقام فورٹ سنڈیمن (ژوب) تشریف لائے تھے، آپ نے ڈیرہ اسماعیل خان سے دربان، مغل، کوٹ تنگی سر، اور مانی خواہ ہوتے ہوئے براستہ داناسر..... فورٹ سنڈیمن (ژوب) تک سفر کیا“ (۴)

علامہ کے کلام نے نہ صرف برصغیر کے مسلمانوں کے دلوں میں ایک نئی ہمت، جوش و ولولہ پیدا کیا، بلکہ دنیا کے تمام مسلمانوں کے دلوں میں بیت الحرام کی مرکزیت کے قریب آنے کا شعور و احساس بھی پیدا کیا۔ شاعر مشرق کے کلام کا سب سے بڑا اثر و کارنامہ یہ ہے کہ ان کی شاعری نے بلوچستان جیسے پسماندہ (صوبے کو بھی فکری حوالے سے اثر انداز کیا۔ (۵)

نواب یوسف عزیز مگسی جنگ آزادی میں بلوچستان کے وہ پہلے مجاہد ہیں جنہوں نے اردو زبان کو تلوار بنا کر انگریزوں کے خلاف استعمال کیا اور اردو کو سرکاری دفاتر اور عدالتوں سے عوام الناس تک پہنچایا، اور اہل بلوچستان کو (ہندوستان کے سارے مسلمانوں کی آواز سے ہم آہنگ کیا۔ ۶) نوابزادہ یوسف علی خان مگسی بلوچستان کے ایک نامور سیاسی رہبر اور خوش الحان شاعر گزرے ہیں، عزیز مگسی کی شاعری کا اگر بنظر غائر جائزہ لیا جائے تو معلوم ہوتا ہے ان کی سوچ و فکر اور انداز بیان پر شاعر مشرق کے خیالات کی چھاپ صاف نظر آتی ہے۔ وہ ایک سیاسی رہبر تھے اور سیاسی مقاصد کے حصول کے لئے ادب کے فائدہ مند استعمال سے بخوبی واقف تھے، اس لئے انہوں نے سیاسی جدوجہد کے سلسلے میں برصغیر کے نامور سیاستدانوں کے ساتھ ساتھ شاعر، ادیب، مفکر اور صحافیوں سے اپنے گہرے تعلق استوار کئے۔ (۷) یوسف عزیز مگسی بلوچستان کے پہلے شخص تھے جو سرسید احمد خان علامہ اقبال اور مولانا ظفر علی خان جیسے مفکروں اور رہنماؤں سے نہ صرف آشنا تھے بلکہ شعوری طور پر ان سے وابستہ تھے۔ (۸) بلوچستان کے عوام کو علامہ اقبال کے فکر و فلسفہ اور ان کی شاعری سے روشناس کرانے کا سہرا بھی یوسف عزیز مگسی کے سر جاتا ہے، انہوں نے اپنی اردو شاعری میں علامہ کے رنگ میں قومی شاعری کی۔ ان کی شاعری میں ہمیں جا بجا علامہ کا رنگ و اسلوب نظر آتا ہے۔ انکی بیشتر نظمیں علامہ اقبال اور مولانا ظفر علی خان کی یاد دلاتی ہیں۔

جدید بلوچی شاعری پر اقبال کے کلام و افکار کی چھاپ صاف دکھائی دیتی ہے، بلوچی جدید ادب کی ابتدا ۱۹۵۰ کی دہائی میں ہوئی، اور اس دور کے اولین شاعر میر گل خان نصیر کو مانا جاتا ہے بلکہ ان کو ”ملک الشعرا“ کا لقب بھی دیا گیا ہے، میر گل خان نصیر ترقی پسند ادبی تحریک سے متاثر شاعر تھے اور ان کی شاعری کا بڑا حصہ قومی اور انقلابی موضوعات پر مشتمل ہے، بلوچی زبان میں علامہ اقبال کی شاعری کے اثرات ہمیں سب سے پہلے میر نصیر کے ہاں نظر آتے ہیں۔ ان کے پہلے شعری مجموعے (جو بلوچی جدید شاعری کا بھی اولین مجموعہ ہے) کا نام ”گلبنگ“ ہے، جو علامہ اقبال کی کتاب ”بانگِ درا“ سے مشابہ ہے۔ میر نصیر نے علامہ کے بہت سے اشعار بلوچی میں ترجمہ بھی کئے ہیں اور ان کے شعروں کی تضمین بھی لکھی ہے۔ یہاں علامہ کے فکری اثرات کے چند نمونے پیش کرتا ہوں۔ علامہ اقبال فرماتے ہیں:

گر تو میخوابی مسلمان زیستن
نیست ممکن خبر بہ قرآن
زیستن
میر گل خان نصیر ان کی

پیروی کرتے ہوئے فرماتے

: ہیں

تو چی کسے مسلمان نیستے

صاحبِ ایمان و قرآن نیستے

گر من رد گشتن منی گردنء

بجن

تو بنیء زیر فرمان نیستے

سجدگء کپتی فرنگء درگء

لا الہ ء تو نگہبان نیستے

: علامہ اقبال فرماتے ہیں

جعفر از بنگال و صادق از

دکن

ننگ آدم ننگ دیں ننگ وطن

اس حوالے سے میر گل خان

: نصیر کا بلوچی شعر ہے کہ

اے وتی قومء عزت و ننگء

اے وتی ملک و تاج ء او

رنگء

کرتہ سودا گوں واجہ افرنگء

است گدارے جعفرء رنگء

اے وتی قوم و دین و ایمانء

کرتہ سودا پہ لنکھے نانء

: اقبال فرماتے ہیں

ہاتھ ہے اللہ کا بندہ مومن کا ہاتھ

گل خان نصیر اس خیال کو کچھ اس طور بیان

: کرتے ہیں

وت شمئے دستء انت مرداں

بخت و تقدیرء مہار

وخت ہمیش انت برز کن ات

آزاتیءِ مردان توار

میر گل خان نصیر کے علاوہ بلوچی جدید شاعری کے بیشتر شعراء کے ہاں ہمیں اقبال کے کلام کا رنگ غالب نظر آتا ہے۔ اقبال کے خودی کے فلسفہ کا رنگ پیر محمد : زبیرانی کے ہاں کچھ اس طور نظر آتا ہے

اگان کسے خودیءِ گپت محکم
 جہانءِ مں دوئیناں بیت محکم
 مردکانی خودی انت زندگانی
 چہ کاہوشءِ خودیءِ درچک
 بے گم
 اقبال کی نگاہ میں عشق ایک
 خاص مقام و مرتبہ رکھتا ہے۔
 عشق دم جبرئیل عشق دل
 مصطفیٰ
 عشق خدا کا رسول عشق خدا
 کا کلام
 عشق کے مضراب سے نغمہ
 تارِ حیات
 عشق سے نورِ حیات عشق
 سے نارِ حیات

پیر محمد زبیرانی عشق کے پیرایہ کو علامہ کے زیرِ اثر : بلوچی زبان میں کچھ یوں بیان کرتے ہیں

عشق زند ئن عشق بودئن
 عشق نام ئن خالقءِ
 عشق قرآن عشق ایمان عشق
 دین ئن آدمءِ

عشق رحمت عشق برکت،
 عشق حج نُن اکبری
 عشق بازو نُن علیؑ عشق ساه
 نُن عاشقؑ

پیر محمد زبیرانی نہ صرف اقبال سے متاثر شاعر تھے بلکہ انہوں نے اقبال کے کلام کا ایک کثیر حصہ بلوچی میں ترجمہ بھی کیا ہے۔ عطا شاد بلوچی جدید شاعری کے ایک اہم نام مانے جاتے ہیں، انہوں نے بلوچی شاعری کو ایک نئے رنگ و آہنگ کے ساتھ ساتھ جدید شعری تقاضوں سے بھی ہم آہنگ کیا ہے۔ ان کی بلوچی شاعری میں ہمیں علامہ اقبال کا رنگ و آہنگ بھی نظر آتا ہے، انہوں نے علامہ کے شعروں کا بلوچی منظوم ترجمہ بھی کیا ہے ان پر تضمین بھی لکھے ہیں۔ علامہ کی نظم ”زمانہ حاضر کا انسان“ کو ”مرچیں بنی آدم“ کے نام سے کچھ یوں تضمین کی ہے :

روشنا انت و بلے میم نہ کنت
 سیاہ و تہار
 پُر چو دریاۓ بلے خشک چو
 تنگیں ڈگار
 بنی آدم کہ وتی زانگ و زردۑ
 آوار
 عشق ناپید و خردے گزدش
 صورتِ مار
 عقل کو تابع فرمان نظر کرنہ
 سکا
 گام گیج انت چو زمین بیت چو
 خیالۑ برزا
 واژہ انت واپگۑ بے گوازیں

زرے یک تہنا
 زانت دنیاۂ بلے پجہ نیاریت
 وتا
 ڈھونڈنے والا ستاروں کی
 گزرگاہوں کا
 اپنے افکار کی دنیا میں سفر
 کرنے سکا

بلوچی زبان کے اہم شعرا میں آزات جمال دینی، سید ظہور شاہ ہاشمی، مراد ساحر، میر مٹھا خان مری، ملک محمد رمضان، محمد حسین عنقا، کریم دشتی، ملک طوقی، صدیق آزات، قاضی عبدالرحیم صابر، مولانا خیر محمد ندوی، غنی پرواز، بشیر بیدار، مبارک قاضی اور ایسے بے شمار شعرائے کرام شامل ہیں جنکی شاعری پر ہمیں علامہ اقبال کے اثرات صاف دکھائی دیتے ہیں۔

بلوچی شاعری پر علامہ کے فکری و شعری اثرات کے ساتھ ساتھ ان کے کلام کا ایک کثیر حصہ بلوچی زبان میں ترجمہ بھی کیا گیا ہے، بلوچی زبان کے نامور شاعر، ادیب و صحافی محترم ملک محمد رمضان نے ”بال جبرئیل“ کو بلوچی زبان کا جامہ پہنا کر ایک اہم ادبی کارنامہ سرانجام دیا۔ ڈاکٹر فضل خالق نے علامہ کے دوسرے بہت سے شعروں کے ترجمہ کے ساتھ ”جواب شکوہ“ کو خوبصورت رنگ میں بلوچی زبان میں منتقل کیا ہے۔ بلوچی زبان کے معروف شاعر مبارک قاضی نے علامہ کی نظم ”رات اور شاعر“ کو ”شپ ءُ شاعر“ کے نام سے ڈرامیٹک انداز میں بہت ہی خوبصورت پیرائے میں بلوچی زبان میں منتقل کیا ہے۔ اس کے علاوہ علامہ کی بیس شمار نظمیں اور غزلیں بلوچی زبان میں منتقل کی جا چکی ہیں جن میں اہم نام درج ذیل ہیں، گل خان نصیر، عطا شاد، غوث بخش صابر، مومن بزدار، ملک طوقی، ڈاکٹر فضل خالق، اور مبارک قاضی نے بلوچی پڑھنے والوں کو علامہ کے فکر و فلسفہ اور ان کے خیالات سے روشناس کرتے ہوئے اہم کردار ادا کیا ہے، انہوں نے نہ صرف علامہ کے کلام کا بلوچی ترجمہ کیا ہے بلکہ ان کی بہت سی شعروں پر ترمیم لکھ کر ان سے اپنی محبت و عقیدت عیاں کی ہے۔

اقبال شناسی کے حوالے سے بلوچی زبان میں سب سے معتبر نام جناب

میر مٹھا خان مری کا ہے، وہ علامہ کے کلام کے حافظ تھے۔ علامہ کے حوالے سے بلوچی زبان میں سب سے معتبر کام بھی میر مٹھا خان مری کی کتاب ”درگالِ اقبال“ ہے، جو علامہ کی صد سالہ یوم ولادت کے موقع پر ۱۹۷۷ میں قومی کمیٹی صد سالہ یوم ولادت کی جانب سے چھپ کر سامنے آئی ہے، چار سو اٹھاسی صفحات پر مشتمل اس کتاب کے پندرہ ابواب ہیں، پہلے باب میں علامہ کی زندگی کے حالات، تعلیم، وکالت، سر کا لقب، مسلم لیگ کی صدارت، گول میز کانفرنس اور افغانستان کے سفر کے احوال تفصیل کے ساتھ دئیے گئے ہیں۔ جبکہ دوسرے باب میں ان کی علالت اور اس دارِ فانی سے رخصت ہونے کے حوالے معلومات یکجاہ کی گئی ہیں، اسی طرح اس کتاب کے دیگر ابواب میں علامہ کے خاندان اور گھریلو زندگی، ذاتی زندگی، کتابوں کی تفصیل، اردو شاعری کا ارتقا، فارسی شاعری، فلسفہ خودی، فلسفہ بیخودی، مفکر اسلام، مسلم قومیت، تصور پاکستان، مغرب اور نو آبادیت، تصوف، نئی نسل، اقبال اور دعا کے زیر عنوان علامہ کی زندگی اور فکر و فلسفہ سے بلوچی پڑھنے والوں کو روشناس کرانے کی سعی کی گئی ہے۔

میر مٹھا خان کی یہ کتاب علامہ کی زندگی فکر و فلسفہ اور اردو شاعری پر بلوچی زبان میں ایک جامع سند کی حیثیت رکھتی ہے۔ مدتوں بعد علامہ اقبال کی فن و شخصیت پر ایک اور کتاب جناب غوث بخش صابر نے ”لعلءِ لقاہ“ کے نام سے لکھی جسے اقبال اکیڈمی لاہور کی جانب سے زیور طبع سے آراستہ کیا گیا ہے۔ یہ کتاب ۱۹۹۶ میں چھپی ہے جس کے بیس ابواب ہیں، اس کتاب میں بھی علامہ کی زندگی اور فن کے بہت سے گوشوں سے بلوچی کے پڑھنے والوں کو آشنائی دی گئی ہے۔ اس کتاب کی خاصیت یہ ہے کہ علامہ کی بہت سی نظموں کا بلوچی میں پہلی دفعہ تجزیہ پیش کیا گیا ہے اور ساتھ ہی ان کی ہر ایک کتاب پر علیحدہ علیحدہ بحث کی گئی ہے، انکی نثر نگاری، خطوط، اسلامی اور ملی سوچ و فکر کے حوالے سے علیحدہ ابواب میں تفصیلی بحث کی گئی ہے، جس سے بلوچی پڑھنے والوں کو علامہ کی فکر و فن کے بہت سے پہلوؤں سے آشنائی ملتی ہے۔

ان دو کتابوں کے علاوہ علامہ کی فن و شخصیت کے مختلف پہلوؤں پر بلوچی زبان کے رسائل و مجلوں میں ایسے سینکڑوں مقالے اور مضامین چھپے ہیں جن سے اقبال شناسی کے روشن پہلو عیاں ہوتے ہیں، بلوچی زبان میں لکھنے کی روایت ۱۹۵۰ کی دہائی میں سامنے

آئی، فروری ۱۹۵۱ میں بلوچی زبان کا پہلا ادبی مجلہ مولانا خیر محمد ندوی کے زیر ادارت ”اومان“ کے نام سے چھپ کر سامنے آیا۔ ۱۹۵۶ میں دوسرا ماہوار مجلہ ”بلوچی“ کے نام سے آزاد جمالدینی کے زیر ادارت کراچی سے چھپ کر سامنے آیا، اور دسمبر ۱۹۶۱ میں ماہوار ”اولس“ امان اللہ گچی کے زیر ادارت، بارٹر پبلسٹی ڈیپارٹمنٹ کی جانب سے چھپ کر سامنے آیا۔ اس طرح دیکھا جائے تو پچاس کی دہائی میں بلوچی زبان میں نثر پارے چھپ کر سامنے آنا شروع ہوئے، اور انہیں ابتدائی سالوں میں دوسرے اصناف کے ساتھ ساتھ تجزیہ و تنقید کا سلسلہ بھی چل نکلا، انہی ابتدائی سالوں میں یعنی اکتوبر ۵۷ میں جناب عبدالصمد امیری نے ”اقبال“ کے زیر عنوان ماہوار ”اومان“ میں علامہ پر پہلا مضمون لکھا، اور یوں اقبال شناسی کی ایک روایت چل نکلی، علامہ کی زندگی و شخصیت کے حوالے سے غوث بخش صابر، ظہور بلوچ، میر احمد شاہ مری نے اہم مضامین لکھے ہیں، انکی فکر و شاعری پر ظہور الحسن، امیر جان مری، مولانا خیر محمد ندوی، محمد حیات، ہنگو لہڑی، مٹھا خان مری، ع ص امیری، میر محمد خان مری، تاجل رودینی، ظہور احمد بلوچ، نصیر شاہین، حاجی عبدالقیوم، الفت نسیم اور عطا شاد نے اہم مضامین لکھ کر انکی شاعری و فکر و فلسفہ کے بہت سے گوشوں سے بلوچی پڑھنے والوں کو آشنائی دی۔ علامہ کے خودی کے فلسفہ کو محمد حیات اور بشیر احمد نے بہت خوبصورت پیرائے میں بیان کیا ہے۔ اقبال کے پیغام کے زیر عنوان پروفیسر عبدالخالق اور عبدالرحمان غور نے پُر مغز مقالے تحریر کئے ہیں۔ اسی طرح اقبال او بلوچستان اور اقبال او اسلام کے عنوان سے بھی بلوچ ادیبوں نے مضامین اور مقالے لکھ کر علامہ کے فکر کے مختلف گوشوں پر روشنی ڈالی ہے۔

سے ۱۹۹۰ کی دہائی تک بلوچی رسائل اور مجلوں میں علامہ ۱۹۵۷ اقبال کی زندگی، شخصیت، شاعری و فکر و فلسفے پر پچاس سے زائد مقالے اور مضامین لکھے گئے ہیں، اس کے علاوہ ان کی شاعری کا ایک کثیر حصہ بھی بلوچی زبان میں منتقل کیا گیا ہے، جو بلوچی زبان میں اقبال شناسی کے حوالے سے اہم مقام و اہمیت رکھتے ہیں۔

علامہ اقبال ہمارے اکابرین کے فکری اتالیق تھے، ان کے فکر و فلسفے سے جو رغبت اور اپنائیت بلوچی جدید ادب و سیاست کے ابتدائی ادوار میں ہمیں نظر آتی ہے وہ موجودہ دور میں ناپید ہے یوسف عزیز مگسی، گل خان نصیر، محمد حسین عنقا، مٹھا خان مری، عبداللہ جان جمالدینی،

عبدالصمد اچکزئی، کمال خان شیرانی کے ساتھ ساتھ وہ بلوچ عوام کے دلوں پہ راج کرتے تھے، لیکن وہ ہماری نسل کے بلوچ کا ربیر نہ بن سکا۔ کیا سبب ہے کہ ہماری نسل کا بلوچ علامہ اقبال سے اس طور آشنا نہیں ہے جس طور ہمارے اکابرین تھے۔ گزشتہ بیس سالوں میں علامہ پر بلوچی زبان میں اس سطح کا کام نہیں ہوا جو ہمیں پچاس سے نوے کی دہائی میں نظر آتا ہے، آج علامہ کی شاعری اور انکے فکر و فلسفہ پر اردو، انگریزی اور دیگر پاکستانی زبانوں میں زیادہ کام ہوا ہے، لیکن بلوچی کے پڑھنے والے آج ان سے دور الگ مقام پر کھڑے نظر آتے ہیں۔ اس کے بہت سے اسباب ہو سکتے ہیں، میری نظر میں ہمارے ملک میں گزشتہ ساٹھ برسوں میں جو آمریتیں مسلط رہیں اور مذہب کے نام پر جس طور اقبال کا بے دریغ استعمال کیا گیا اور ان کی شاعری کو سیاسی مقاصد کے حصول کے لئے جس طرح بروئے کار لایا گیا۔ اس سے فکر اقبال بلوچستان سے پرواز کر گیا۔ (۹) محض عوام دشمن سرکاری آفیسر کے استعمال کے لائق ان کے کچھ اشعار رہ گئے۔ اقبال، ملا اور مارشل لا کو آپس میں کچھ اس طور یکجا کیا گیا کہ وہ رفتہ رفتہ بلوچ عوام (جو اکثر استحالی قوتوں کے زیرِ عتاب رہا ہے) کے دلوں سے دور ہوتا چلا گیا۔

عہدِ حاضر میں عموماً پورے ملک اور خصوصاً بلوچستان کے موجودہ حالات میں نئی نسل کی رہبری اور ان کو قومی دھارے میں لانے کے لئے فکرِ اقبال کی اہمیت اور زیادہ ہوجاتی ہے۔

ماحصل : جدید بلوچ معاشرے کی تشکیلی مراحل اور جدی بلوچی ادب کے مطالعے سے یہ بات عیاں ہوتی ہے کہ ان کی آبیاری، ترقی و ترویج میں علامہ اقبال کے فکری اثرات نمایاں ہیں۔ بلوچ معاشرے کی جدید خطوط پر استواریت ہو کہ جدید بلوچی ادب، علامہ اقبال کی فکری عناصر کا کردار حاوی نظر آتا ہے۔ بلوچی قومی شاعری کی فکری تشکیل میں بلوچ جدید شعرا نے ان کی شاعری سے اثرات قبول کئے۔

جدید بلوچی ادب کے مطالعے سے یہ بات سامنے آتی ہے کہ بلوچ زعماء اور شعرا نے علامہ اقبال کی نہ صرف مٹی فکر و نظر کو اپنی زبان میں جگہ دی بلکہ ان کی فکری عناصر کا بلوچی زبان میں اظہار بھی کیا۔ بلوچی زبان میں علامہ اقبال پر بے شمار مضامین لکھے گئے ہیں اور چند کتابیں بھی چھپ کر سامنے آچکی ہیں۔

حوالہ جات

- علامہ کا پہلا سفر بلوچستان، ڈاکٹر صابر کلوروی، پیگام آشنا(علامہ اقبال : ۱ :
 خصوصی نمبر) شماره نمبر ۱۲ / ۱۱، مارچ ۲۰۰۳، ص ۲۱۱
 ایضاً، ص: ۲۱۳ : ۲
- اقبال نامہ ،حصہ دوم، ص ۲۹۸ : ۳
- علامہ اقبال اور بلوچستان، ڈاکٹر انعام الحق کوثر، ص ۳۹ : ۴
- یوسف عزیز شاعریء علامہ اقبالء گپتارانی اثر، مٹھا خان مری، (مضمون) : ۵
 مشمولہ، سالتاک الس کوئٹہ، نومبر، دسمبر ۱۹۷۷، ص ۱۸
- بلوچستان میں اردو، آغا محمد ناصر، کوژک پبلیشرز کوئٹہ، جنوری ۲۰۰۰، : ۶
 ص ۸۱
- یوسف عزیز شاعریء علامہ اقبالء گپتارانی اثر، مٹھا خان مری، (مضمون) : ۷
 مشمولہ، سالتاک الس کوئٹہ، نومبر، دسمبر ۱۹۷۷، ص ۱۹
- بلوچستان میں اردو، آغا محمد ناصر، کوژک پبلیشرز کوئٹہ، جنوری ۲۰۰۰، : ۸
 ص ۸۶
- یوسف عزیز مگسی، شاہ محمد مری، سنگت اکیڈمی کوئٹہ، ص : ۲۶۹ : ۹

اردو میں ترقی پسند ادبی تحریک

Progressive Literary Movement in Urdu:

By

زرمینہ , خان حسنین عاقب

¹Zarmina Panezai, ² Khan Hasnain Aaqib

Abstract:

The purely research article covers a wide range of topics related to the historical upbringing of progressive literary movement in Urdu. The question of justifiable explanation to the existence of the progressive literature has been dealt briefly but with substantial logic. It covers a plethora of subtitles of literary moment in Urdu such as: the beginning of progressive literary movement, its background and historical perspective, the first manifesto of progressive writers, foundation of progressive writer's association and so on. The article also includes the first and fifth conference of progressive writers along with the mention of their first conference after partition in Lucknow in December 1947. The article concludes with the note on the fall of progressive literary movement in Urdu along with the summary of progressive poetry, fiction, novel and criticism. The data for the article has been collected through the study of various books such as Tareekh-e-urdu Adab (Rambabu Saxena) Roshnai (Sajjad Zaheer) etc.

Keywords: Urdu, Progressive, Literary, History, Logic, Writers

Introduction:

ہر زبان کا ادب زمانی اور مکانی لحاظ سے مختلف قسم کی تبدیلیوں اور محرکات سے مملو ہوتا ہے۔ یہ بھی ایک حقیقت ہے کہ ادب کا اہم سروکار سماجی معاملات ہوتے ہیں۔ اگر ادب کو سماج سے کوئی سروکار نہ ہو تو پھر وہ ادب برائے ادب تو ہوسکتا ہے لیکن وہ ادب برائے زندگی نہیں ہوسکتا۔ ایسا ادب عوامی نمائندگی

¹M.Phil. scholar, Urdu department, University of Balochistan, Quetta, Pakistan

²Lecturer, Urdu department, G.N Azad College, Maharashtra India

کا دعویٰ نہیں کر سکتا۔ اگر ہم اسی بات کو بہت آسان زبان میں کہیں تو یہ بات سامنے آئے گی کہ ادب در اصل ایسی شعری و نثری تحریروں کا مجموعہ یا انتخاب ہے جو سماج میں موجود رویوں، ہمارے آس پاس کے لوگوں کے روزمرہ، ان کی عادات و اطوار، ان کے اخلاق، ان کی فطرت، ان سے متعلق ہر معاملہ کی جزئیات اور ان کی نفسیاتی نہج کے مطالعہ کا آئینہ دار ہوتا ہے۔ یعنی اگر آج کے دور میں لوگ جن اقدار کی پرورش کر رہے ہیں، ادب انہی اقدار کے آس پاس گھومتا پھر تا رہتا ہے۔ اور پھر جب یہ اقدار اپنا چولا بدلتے ہیں تو ادب بھی اپنا چولا بدل لیتا ہے۔ ادب کی زد میں تمام شعبہ ہائے حیات آجاتے ہیں، سماجیات، نفسیات، سیاست، معیشت، جنسیات، اخلاقیات، اقدار، تحریکات وغیرہ، یہ تمام موضوعات ادب کے سروکاروں میں شامل ہیں۔

کیا ادب ارتقاء پذیر ہوتا ہے؟

جی ہاں، ادب کی خصوصیت یہ ہے کہ ادب ارتقاء پذیر ہوتا ہے۔ ادب چونکہ اپنے آس پاس، اپنے ماحول سے لے کر تمام دنیا کے معاملات تک سے فر د کو مربوط کر تا ہے اس لئے جہاں جہاں حالات تبدیل ہوتے ہیں، ادب کے موضوعات میں بھی تبدیلی آجاتی ہے۔ مثلاً آزادی سے قبل عصمت چغتائی اور منٹو پر جس فحاشی کے لئے مقدمات چلے، وہ فحاشی اب ادب میں نہایت خاموشی کے ساتھ قبول کر لی گئی ہے اور کوئی اس پر انگشت نمائی نہیں کرتا۔ گزشتہ کل کا شجر ممنوعہ موجودہ زمانے کا چلن بن جاتا ہے۔ یہی ادب کی ارتقاء پذیری ہے۔ اسی ارتقاء پذیری کو ترقی پسندی کہاجاتا ہے۔ اردو ادب میں ترقی پسندی کو ایک تحریک کا درجہ حاصل ہے۔

: ترقی پسند تحریک

ترقی پسند تحریک اردو ادب کی سب سے مقبول و معروف تحریک رہی ہے۔ اس کی وجہ یہ ہے کہ اس تحریک نے ہندوستانی اردو ادب پر عموماً اور اردو ادب پر خصوصاً ایک گہرا اثر مرتب کیا ہے۔ اس تحریک نے ہندوستانی ادب کا مزاج اور اس کی سمت بدلنے میں ایک اہم کردار ادا کیا۔ جیسے ہم نے مندرجہ بالا سطور میں کہیں یہ بات کہی ہے کہ ترقی پسند ادب، ادب پرانے ادب کا نہیں، بلکہ ادب پرانے زندگی کا قائل تھا۔

(ترقی پسند ادبی تحریک کا پس منظر) تاریخی ارتقاء

ہندوستان میں آزادی سے قبل تحریکوں کا پس منظر نہایت واضح تھا۔ سر سید کی تعلیمی تحریک ہو یا شاہ ولی اللہ کی تحریک، راجہ رام موہن رائے اور کشیپ چندر سین کی تحریکیں، یہ ساری تحریکیں در اصل اصلاحی تحریکیں تھیں جن کا مقصد معاشرہ میں پھیلی ہوئی خرابیوں کی اصلاح تھی۔ لیکن اسی کے ساتھ ساتھ

آزادی کی تحریک نے بھی زور پکڑا اور پھر سیاسی تحریکات کا آغاز ہونے میں بھی زیادہ دیر نہیں لگی۔ پھر ظاہر سی بات ہے کہ ایسے ماحول میں ادب کیسے الگ رہ سکتا تھا؟ اس لئے ہم کہہ سکتے ہیں کہ ادبی تحریک کے لئے مندرجہ بالا اصلاحی تحریکات نے ماحول تیار کیا تھا اور اسی کے نتیجے میں اردو ادب میں ترقی پسند تحریک کے نظریات کی داغ بیل پڑی۔

: ترقی پسند تحریک کا آغاز

ہندوستان میں قومی بیداری کی جو لہر اٹھی تھی، اس میں اگر چہ بنیادی طور پر یہاں کے سیاسی و اقتصادی حالات اور برطانوی سرمایہ داری کی سخت گیریوں کو دخل تھا لیکن قومیت کے جدید تصور کے ساتھ ہی بین الاقوامی مسائل کا شعور بھی ابھر رہا تھا۔ پھر دوسری جنگ عظیم کے اندیشوں نے بھی اس احساس میں اضافہ کر دیا۔ مخالف حالات کے رد عمل نے نوجوان ادیبوں میں ایک سیاسی شعور بیدار کر دیا۔ اور انہوں نے سرمایہ دارانہ نظام، عوام کے استحصال، حکومت کے ظلم و ستم، آزادی کے خیالات، اشتراکیت کے فروغ کے مقصد اور معاشرہ میں اصلاحات کی عمل پذیری کے لئے ادب کو استعمال کرنے کا فیصلہ کر لیا۔ یہیں سے اردو میں ترقی پسند ادبی تحریک کا آغاز ہوا۔ رسمی طور پر کہا جائے تو یہ واقعہ بیان کرنا لازمی ہو جاتا ہے کہ ۲۴ نومبر ۱۹۳۴ کو ہندوستانی نوجوانوں کا ایک گروہ لندن یونیورسٹی کے ایک ریسٹوران ”نان کنگ“ کے پیچھے ایک کمرے میں جمع ہوا جس میں سجاد ظہیر، ملک راج آنند، جیوتی گھوش، پرمود سین گپتا اور ڈاکٹر دین محمد تاثیر وغیرہ شامل تھے۔ اس گروہ نے ہٹلر کے فاشزم کی مخالفت کی اور ”انڈین پروگریسیو رائٹرز اسوسی ایشن“ نامی انجمن بنائی اور ملک راج آنند کو اس کا صدر مقرر کیا۔ یہی ترقی پسند تحریک کا رسمی آغاز تھا جس کے پیچھے سجاد ظہیر کا کردار مرکزی نوعیت کا تھا اور انہوں نے اردو ترقی پسندوں کے امام کا کردار ادا کیا۔ سجاد ظہیر نے اس سے پہلے بھی ۱۹۳۲ میں اپنے ہم خیال ادیب دوستوں رشید جہاں اور محمود الظفر کے ساتھ مل کر کہانیوں کا ایک مجموعہ ”انگارے“ شائع کیا تھا۔ ان کہانیوں کے موضوعات اور لہجے میں اس قدر کاٹ اور تیزابیت تھی کہ ہندوستان کے روایتی معاشرے میں اسے قبول نہیں کیا گیا اور اس کتاب کو ضبط کر لیا گیا لیکن ان تینوں کا گروہ ”انگارے گروپ“ کے نام سے ہندوستان کے ادبی حلقوں میں نہایت تیزی کے ساتھ مشہور ہو گیا تھا۔

: ترقی پسندوں کا پہلا مینی فیسٹو

لندن میں ترقی پسند تحریک کا پہلا مینی فیسٹو مندرجہ بالا میٹنگ کے دوران تیار کیا گیا جس پر ملک راج آنند، سجاد ظہیر، جیوتی گھوش، کے۔ ایس بھٹ، ایس۔

سنہا اور محمد دین تاثیر کے دستخط تھے۔ اس مینی فیسٹو کے نکات مندرجہ ذیل تھے۔

- ۱۔ ہندوستان کے مختلف لسانی صوبوں میں ادیبوں کی انجمنیں قائم کرنا۔
 - ۲۔ ان ادبی انجمنوں سے میل جول پیدا کرنا جو اس نئی انجمن کے مقاصد کے خلاف نہ ہوں۔
 - ۳۔ ترقی پسند ادب کی تخلیق و ترجمہ کرنا
 - ۴۔ ہندوستان کو قومی زبان اور انڈو رومن رسم خط کو قومی رسم خط تسلیم کرنے کا پرچار کرنا۔
 - ۵۔ ادیبوں کے مفاد کی حفاظت کرنا اور ان کی کتابوں کی اشاعت میں مدد کرنا۔
 - ۶۔ فکر و نظر اور اظہار خیال کی آزادی کے لئے جدوجہد کرنا۔
- ہندوستان میں اس مینی فیسٹو کو سب سے پہلے منشی پریم چند نے خوش آمدید کہا۔ انہوں نے اپنے رسالے ”ہنس“ میں اس مینی فیسٹو کو شائع کیا اور لکھا کہ ”یہ ہمارے ادب میں ایک نئے دور کا آغاز ہے۔“ ۱۹۳۵ء میں سجاد ظہیر لندن سے ہندوستان آئے تو وہ منشی پریم چند، مولوی عبدالحق، جوش ملیح آبادی اور منشی دیا نرائن نگم سے ملے جو ہندوستانی اکیڈمی الہ آباد کی ایک کانفرنس میں شرکت کے لئے آئے تھے۔ ان ادیبوں اور دانشوروں نے مینی فیسٹو کے مقاصد سے اتفاق کیا اور اس پر دستخط کئے۔

: انجمن ترقی پسند مصنفین کا قیام

انجمن ترقی پسند مصنفین کا قیام الہ آباد میں ۱۹۳۵ء میں عمل میں آیا جس میں سجاد ظہیر، منشی پریم چند، ڈاکٹر اشرف، ڈاکٹر محمود الظفر، رشید جہاں، وغیرہ تھے۔

: پہلی کل ہند کانفرنس

انجمن ترقی پسند مصنفین کی پہلی کل ہند کانفرنس منشی پریم چند کی صدارت میں اپریل ۱۹۳۶ء میں ہوا۔ اس کے دو اہم محاسلات تھے۔ ۱۔ انجمن کا اعلان نامہ، ۲۔ منشی پریم چند کا خطبہ صدارت۔

انجمن کے اعلان نامے میں قدامت پرستی سے ادب کو نجات دلانے کی بات کہی گئی اور ترقی پسند نظریات کی ترسیل اور اس کے ابلاغ کی بات کہی گئی۔ لاچاری، سستی اور توہم پرستی کی مخالفت کی گئی۔ اعلان نامے میں کہا گیا کہ ملک میں جو ترقی پسند رجحانات ابھر رہے ہیں، ان کی ترجمانی کی جائے اور ان کی نشو و نما میں حصہ لیا جائے۔ عقلیت کو اختیار کیا جائے۔ نیا ادب ہماری زندگی کے بنیادی مسائل، بھوک، افلاس، سماجی پستی اور غلامی کو موضوع بنائے۔

پریم چند کے خطبہٴ صدارت میں کہا ” ادب کی بہت سی تعریفیں کی گئی ہیں لیکن میرے خیال میں اس کی بہترین تعریف تنقیدِ حیات ہے۔ ہمیں حسن کا معیار تبدیل کرنا ہوگا۔ “ انہوں نے اپنے خطبے کو ان یادگار جملوں پر ختم کیا۔ ”ہماری کسوٹی پر وہ ادب کھرا اترے گا جس میں تفکر ہو، آزادی کا جذبہ ہو، حسن کا جوہر ہو، تعمیر کی روح ہو، زندگی کی حقیقتوں کی روشنی ہو، جو ہم میں حرکت ، ہنگامہ اور بے چینی پیدا کرے، سُلائے نہیں، کیونکہ اب زیادہ سونا موت کی علامت ہوگی۔“

حسرت موہانی نے بھی اس کانفرنس کے آخری اجلاس میں اپنی تقریر میں کہا ”محض ترقی پسندی کافی نہیں ہے، جدید ادب کو سوشلزم اور کمیونزم کی بھی تلقین کرنی چاہیئے اور انقلابی ہونا چاہیئے۔ اسلام اور کمیونزم میں کوئی تضاد نہیں ہے۔ اسلام کا جمہوری نصب العین اس کا متقاضی ہے کہ ساری دنیا میں مسلمان اشتراکی نظام قائم کرنے کی کوشش کریں۔ پرانی باتوں سے کام نہیں چلے گا۔ وہ محض دل بہلانے کی چیزیں ہیں۔ شاعری کے معاملے میں آپ کو میری تقلید کرنے کی کوئی ضرورت نہیں بلکہ میں خود اس قسم کے نئے ترقی پسند ادب کی تخلیق میں آپ کی پوری مدد کروں گا۔ “ آگے اسی سلسلے میں جب سجاد ظہیر اور ڈاکٹر اشرف لاہور جاکر علامہ اقبال سے ملے، تو علامہ اقبال نے اس تحریک کی بڑی ہمت افزائی کی اور کہا کہ ”ظاہر ہے کہ مجھے ترقی پسند ادب یا سوشلزم کی تحریک کے ساتھ ہمدردی ہے، آپ لوگ مجھ سے ملتے رہیے۔“ لیکن عمر نے وفا نہ کی اور بہت جلد علامہ اقبال کا انتقال ہو گیا۔ الہ آباد میں جب انجمن کی کانفرنس ہوئی تو اس میں نہرو جی نے ادب و سیاست کے طریق کار پر روشنی ڈالی اور ادب کی اہمیت بتاتے ہوئے ادیب کا سماج سے تعلق واضح کیا۔ انہوں نے اشتراکی سماج کی حمایت کی اور نوجوان ادیبوں کو مشورے دئے۔ انہوں نے کہا ”ہندوستان میں ادیبوں نے بڑا اثر کیا ہے، مثلاً بنگال میں ٹیگور نے لیکن ابھی تک ایسے ادیب کم پیدا ہوئے جو ملک کو زیادہ آگے لے جاسکیں۔ انجمن ترقی پسند مصنفین کا قیام ایک بڑی ضرورت کو پورا کرتا ہے اور اس سے ہمیں “ بڑی امیدیں ہیں۔“

ٹیگور نے بھی اس کانفرنس میں اپنا پیغام دیتے ہوئے کہا ”یاد رکھو، ادب بڑے جوکھوں کا کام ہے۔ حق اور جمال کی تلاش کرنا ہے تو پہلے ”آنا“ کی کینچلی اُتار و، گلی کی طرح سخت ڈنٹھل سے باہر نکلنے کی منزل طے کرو پھر دیکھو “ کہ کتنی ہوا صاف ہے، روشنی کتنی سہانی ہے اور پانی کتنا لطیف ہے۔“

: دوسری کانفرنس

انجمن ترقی پسند تحریک کی دوسری کانفرنس کلکتہ میں دسمبر ۱۹۳۸ کے آخری

ہفتے میں ہوئی جس کی صدارت ملک راج آنند نے کی۔ اس کانفرنس میں اردو، بنگالی، تامل، گجراتی، مراٹھی ادب کے رجحانات پر تقریریں ہوئیں۔ ڈاکٹر عبدالعلیم کو اس کانفرنس میں کل ہند انجمن کا جنرل سکرٹری منتخب کیا گیا۔ دو ڈھائی برس کے اندر ہی اندر یہ تحریک تمام ملک بھر میں نہایت مقبول اور مشہور ہو گئی۔ اقبال، پریم چند، ٹیگور، مولوی عبدالحق، نہرو، سروجنی نائیڈو، آچاریہ نریندر دیو اور جے پرکاش نارائن جیسے دانشوروں نے اس تحریک کی حوصلہ افزائی کی۔ ہندوستان بھر کے نوجوان اس ترقی پسند تحریک کے رجحان سے متاثر ہو رہے تھے اور اسی تحریک کے مقاصد کی روشنی میں شعری اور نثری ادب تخلیق کر رہے تھے۔ ترقی پسندوں نے خود اپنا رسالہ ”نیا ادب“ لکھنؤ سے جاری کیا۔

: انجمن ترقی پسند مصنفین کی تیسری کل ہند کانفرنس

تیسری کل ہند کانفرنس انجمن ترقی پسند مصنفین مئی ۱۹۴۲ میں دہلی میں منعقد کی گئی۔ جب کہ دوسری جنگ عظیم کے بادل سر پر منڈلا رہے تھے۔ اس کانفرنس میں جوش اور ساغر نظامی نے بیانات دئے جو مشہور ہوئے۔ اس کانفرنس میں سجاد ظہیر، کرشن چندر، مجاز، سردار جعفری اور رشید جہاں کا گروہ تھا وہیں اس میں مولانا صلاح الدین، مولانا عبدالمجید سالک، اور حفیظ جالندھری بھی شریک ہوئے۔

: حیدر آباد کانفرنس

اکتوبر ۱۹۴۵ میں ایک کانفرنس حیدر آباد میں منعقد کی گئی جس کی خاصیت یہ تھی کہ یہ صرف اردو کے ترقی پسند ادیبوں کی کانفرنس تھی۔ یعنی اس سے پہلے کی تمام کانفرنسوں میں ہر زبان کے ترقی پسند ادیب شریک ہوتے تھے۔ اس کی وجہ یہ تھی کہ مشترکہ زبانوں کے ترقی پسند ادیبوں کی کانفرنسوں میں خصوصی طور پر اردو زبان کے مسائل پر بحث اور تبادلہ خیال کا موقع نہیں ملتا تھا۔ اس کا افتتاح سروجنی نائیڈو

نے کیا۔ یہ لگاتار پانچ دن تک چلی اور اس میں اردو کے تمام اہم ادیب شریک تھے۔ اس میں فحاشی کے خلاف بھی قرار داد پاس کی گئی۔

تقسیم ہند کے بعد لکھنؤ میں دسمبر ۱۹۴۷ میں ترقی پسند ادیبوں کی پہلی کانفرنس

تقسیم ہند کے بعد لکھنؤ میں دسمبر ۱۹۴۷ میں ترقی پسند ادیبوں کی پہلی کانفرنس ہوئی جس کے تین اجلاس تین دنوں تک گنگاپرساد میموریل ہال میں ہوتے رہے۔ اس کانفرنس میں مختلف مقالات مختلف موضوعات پر پڑھے گئے۔ مختلف جگہ اس کے دفاتر کھولنے کے فیصلے کئے گئے۔

: یو۔ پی کے ادیبوں کی کانفرنس

تقسیم ہند کے بعد ترقی پسند ادیبوں کے سامنے سب سے بڑا اور پیچیدہ مسئلہ زبان کا تھا۔ یوپی کے ادیبوں نے اپریل ۱۹۴۹ میں ایک صوبائی کانفرنس کی جس میں شمالی ہند میں اردو اور ہندی کا مسئلہ سب سے شدید ہونے کی بات پر غور و خاص کیا گیا۔ اس میں آل احمد سرور، احتشام حسین، ممتاز حسین، مجاز، مجروح، ساحر موجود تھے۔ ہندی کے ادیبوں میں رام بلاس شرما، پرکاش چندر گپت، نروتم ناگر، اور شیل وغیرہ تھے۔ اس میں اس کانفرنس نے کہا کہ وہ ساری زبانوں کی آزادی کی بات کرتی ہے اور کسی ایک زبان کو سرکاری زبان بنانے کی مخالفت کرتی ہے۔

: بھیمڑی میں ترقی پسند ادیبوں کی پانچویں کل ہند کانفرنس

بمبئی کے علاقہ بھیمڑی میں ترقی پسند ادیبوں کی پانچویں کل ہند کانفرنس مئی ۱۹۴۹ میں ہوئی۔ یہ کانفرنس اس لئے اہم تھی کہ اس میں ترقی پسند ادیبوں نے اپنے ۱۹۳۶ کے مینی فیسٹو کو ناکافی سمجھتے ہوئے نیا مینی فیسٹو منظور کیا۔ اس نئے مینی فیسٹو کی رو سے نئے ملکی اور بین الاقوامی حالات میں ترقی پسند ادیبوں کو کھل کر ترقی پسند قوتوں کا ساتھ دینے کی ترغیب دی گئی۔ اسی کانفرنس میں ترقی پسند ادیبوں کا نیا منشور منظور کیا گیا۔ یہ کانفرنس ترقی پسند مصنفین کی تحریک کی تاریخ میں ایک نئے موڑ کی حیثیت سے جانی جاتی ہے۔

: ترقی پسندوں کا نیا منشور

اس منشور میں دنیا کے سیاسی حالات کی عکاسی کی گئی تھی اور اس میں آزادی کے بعد ہندوستان میں نئے سیاسی منظر نامہ پر گفتگو کی گئی تھی۔ ہندوستان کے سرمایہ دارانہ نظام پر بات کی گئی اور ان میں ترقی پسند ادیبوں کو اپنا فرض ادا کرنے کی صلاح دی گئی۔ نئے حالات کے ساتھ سمجھوتہ نہ کرتے ہوئے ترقی پسند ادیبوں کو استحصال اور ظلم کیخلاف آواز اٹھانے اور عوام کی اصلاح اور سیاسی شعور کی بیداری کے لئے کام کرتے رہنے کا اعلان کیا گیا۔

: ترقی پسند ادبی تحریک کا زوال

ترقی پسند ادبی تحریک آخر کار اپنے زوال کے سفر پر گامزن ہو ہی گئی۔ اس کی مختلف وجوہات بیان کی جاتی ہیں۔

مارچ ۱۹۵۲ میں ترقی پسندوں نے دہلی میں ایک کانفرنس منعقد کی جس میں خوب مباحث ہوئے اور ایک نیا منشور منظور کیا گیا۔ اس کانفرنس میں کرشن چندر کو کل ہند انجمن کا جنرل سکرٹری منتخب کیا گیا۔ کرشن چندر نے انجمن کے کاموں میں کوئی خاص دلچسپی نہیں لی کیونکہ ان کی حیثیت ایک تجارتی ادیب کی ہوتی جا رہی تھی۔ بہت سے ادیب اس تحریک سے اس لئے بھی بدظن

ہو گئے کہ انتہا پسند ادیبوں نے تحفظِ ذہنی کا مظاہر کرنا شروع کر دیا تھا۔ شعراء بین الاقوامی مسائل پر نظمیں لکھنا چھوڑ کر غزل گوئی کی جانب راغب ہونے لگے۔ مختلف شہروں سے تنظیمیں ختم ہونے لگیں۔ اسی درمیان سجاد ظہیر، راول پنڈی سازش کیس سے رہا ہو کر مستقل طور پر ہندوستان واپس آگئے اور انہوں نے اس تحریک میں دوبارہ روح پھونکنے کی کوشش کی۔ مئی ۱۹۵۶ میں حیدر آباد میں کل ہند کانفرنس ہوئی اور تحریک کے بانیوں سجاد ظہیر اور عبد العظیم نے اس خیال کا اظہار کیا کہ چونکہ موجودہ حالت میں ادیبوں کے تقاضے بدل چکے ہیں اور چوں کہ ترقی پسند ادبی نظریہ اتنا عام ہو چکا ہے کہ اس کی مزید تشریح کی ضرورت باقی نہیں رہی۔ ڈاکٹر عبدالعظیم نے تقریر کرتے ہوئے کہا ”میرا اپنا خیال ہے کہ برا یا بھلا، جو بھی کام کرنا تھا، انجمن کر چکی۔ اب اس تنظیم پر توجہ دینے کے بجائے ایک کل ہند اردو ادیبوں کی انجمن بنائی جائے۔ بلا لحاظ اس کے اراکین کے معاشی یا مذہبی نظریے کچھ بھی ہوں، ہمارے پاس صرف ایک معیار ہو اور وہ یہ کہ ہر رکن لکھنے والا ہو۔ لکھنے والوں میں بھی ہم کوئی معیار یا سطح مقرر نہیں کر سکتے۔ ہر شخص کو رکن بننے کا حق ہونا چاہیے۔ پہلے میری یہ رائے تھی کہ انجمن کو دوبارہ منظم کرنا چاہیے۔ مرکز اور شاخوں میں ربط پیدا کر کے اسے باعمل بنانا چاہیے لیکن اب میں اس رائے پر قائم نہیں ہوں۔ اس کو بدلنے کو تیار ہوں۔ ترقی پسند مصنفین کی بنیاد یہ تھی کہ ہم آزادی حاصل کریں اور انگریز سامراج کو ہندوستان سے باہر نکالنے کی جدوجہد میں ادبی جنگ کریں۔ آج ہمارے پاس متحد ہونے کے لئے دوسری بنیاد موجود ہے۔ ان بنیادوں پر آج تمام لکھنے والوں کو متحد کیا جاسکتا ہے۔ ہماری تنظیم کوئی سیاسی تنظیم نہیں ہوگی۔ ہمارا مقصد ادب کے ذریعہ اپنے خیالات کی ترویج ہے۔“

یوں ترقی پسند مصنفین کی تحریک نے ۱۹۳۶ اور ۱۹۵۶ کے درمیانی عرصے میں ہنگامہ خیز کام انجام دئے اور آخر کار اپنے منطقی انجام کو پہنچی۔

: ترقی پسند ادبی سرمایہ کا جائزہ

ترقی پسند ادیبوں اور شاعروں نے ادب کے نئے مزاج سے ہم آہنگ کرنے کی تمام تر کوششیں کیں۔ روایات سے بغاوت، فرسودگی کی مخالفت، توہم پرستی کا انکار، سرمایہ دارانہ استحصال کے خلاف جدوجہد، اشتراکی نظریات کی تبلیغ، بیرونی اقتدار سے برسرِ پیکار، سماجی برائیوں اور خامیوں پر بے باکی سے رائے زنی، نئے افکار کی تابناکی، ادب برائے زندگی، یہ تمام صفات وہ ہیں جن سے ترقی پسند ادب کا خمیر تیار ہوا تھا۔ پھر وہ شاعری ہو یا افسانہ، ناول ہو یا تنقید، غرض ترقی پسند ادب نے اپنی انفرادیت منوالی تھی اور ترقی پسند نظریات کے تحت ہی ترقی پسند ادب پروان چڑھ رہا تھا۔ شاعری، افسانہ نگاری، ناول

نگاری، تنقید، ہر شعبہ ہائے تخلیق میں ترقی پسند افکار پیش منظر کے طور پر موجود ہوتے تھے۔ یہاں تک کہ ایک موڑ ایسا آیا جب روایتی غزل یا دیگر اصناف کو ترقی پسند ادب سے خطرہ محسوس ہونے لگا۔ لیکن ترقی پسند ادب اپنی تحدیدات کی وجہ سے اپنی بساط لپیٹ گیا۔ لیکن ترقی پسند ادب کا سرمایہ کافی وقیع اور اہم ہے۔ آئیے ہم دیکھیں کہ ترقی پسند ادب نے کیسا ادب تخلیق کیا۔

: شاعری

ترقی پسند شاعروں صفِ اول میں مجاز، فیض، مخدوم محی الدین، فراق، علی سردار جعفری، کیفی اعظمی، جاں نثار اختر، ساحر لدھیانوی، اختر الایمان، احمد ندیم قاسمی، پرویز شابدی، ظہیر کاشمیری، مجروح سلطانیوری، سلام مچھلی شہری، علی جواد زیدی، مسعود اختر جمال، شہاب ملیح آبادی، شمیم کرپانی وغیرہ اہم ہیں۔ ترقی پسند شاعروں کے یہاں بغاوت کے ساتھ ساتھ ملک کی آزادی کے جذبات کے تحت بھی شاعری کی۔ انہوں نے انقلاب اور آزادی کو ہی اپنی دلہن اور محبوبہ تصور کر رکھا تھا۔ یعنی ان کے انقلاب کا تصور رومانی تھا۔ مجاز، سلام مچھلی شہری کی نظم ’شرائط‘ میں دلہن کے لئے یہ شرط کہ ے

اٹھا کے ہاتھ، کہے ، انقلاب زندہ باد

لہو سے مثل دلہن ، مہندیاں رچائے ہوئے

سردار جعفری کی نظم ’’جنگ اور انقلاب‘‘ جس کا آخری شعر یوں ہے

غم کے سینے میں خوشی کی آگ بھرنے دو ہمیں

خوں بھرے پر چم کے نیچے رقص کرنے دو ہمیں

معین احسن جذبی کی نظم دعوتِ جنگ، جس کا یہ بند دیکھئے

زلزلو، آؤ، دہکتے ہوئے لاؤ، آؤ

بجلیو، آؤ، گرجدار گھٹاؤ لاؤ

آندھیو، آؤ، جہنم کی ہواؤ آؤ،

آؤ، یہ کرۂ ناپاک بھسم کر ڈالیں

کاسہ دہر کو معمور کر مکر ڈالیں

مجاز کی نظم ’’آہنگِ نو‘‘ ان کی نظم ’’نوجوان خاتون سے خطاب‘‘ کا یہ شعر تو

’’خوب مشہور ہوا کہ

ترے ماتھے پہ یہ آنچل بہت ہی خوب ہے لیکن

تو اس آنچل سے ایک پرچم بنالیتی تو اچھا تھا۔

فرسودہ نظام کا خاتمہ کر کے ایک نئے نظام کی تعمیر کا جذبہ بھی ترقی پسند

شاعری کا خاصہ تھا۔

مجاز کی نظم ’’انقلاب‘‘ میں یہ جذبہ اپنے عروج پر نظر آتا ہے

جھونپڑوں میں خون، محل میں خون، شبستانوں میں خون
دشت میں خون، وادیوں میں خون، بیابانوں میں خون

: ترقی پسند افسانہ

ترقی پسند افسانہ نگاروں کی فہرست میں سعادت حسن منٹو، کرشن چندر، راجندر سنگھ بیدی، عصمت چغتائی، ان چار اہم افسانہ نگاروں کے علاوہ حیات اللہ انصاری، سہیل عظیم آبادی، اُپندر ناتھ اشک، اختر حسین رائے پوری، اختر اورینوی، اختر انصاری، احمد ندیم قاسمی، دیویندر ستیارتھی، بلونت سنگھ، خواجہ احمد عباس، ابراہیم جلیس، ہاجرہ مسرور، خدیجہ مستور، شکیلہ اختر، صدیقہ بیگم سیوہاروی وغیرہ قابل ذکر ترقی پسند افسانہ نگار ہیں۔ قحطِ بنگال پر کرشن چندر کا ناقابل فراموش افسانہ ”ان داتا“، منٹو کے افسانے ”سوگندھی، موزیل، ایشر سنگھ، بھائی، ٹوبہ ٹیک سنگھ، راجندر سنگھ بیدی کے افسانے ”اپنے دکھ مجھے دے دو، لاجونتی، گرہن، اغواء، عصمت چغتائی کے افسانے ”دو ہاتھ، بے کار، عشق پر زور نہیں، گلدان وغیرہ غیر معمولی ہیں۔ ترقی پسند تحریک میں اردو افسانے نے عالمی معیار تک رسائی حاصل کی۔ عورتوں کے مسائل، بین الاقوامی مسائل اور نفسیاتی کردار نگاری ترقی پسند افسانہ نگاری کے خاص اوصاف رہے ہیں۔

: ترقی پسند ناول

ترقی پسند ناولوں میں سجاد ظہیر کا ناول ”لندن کی ایک رات، کرشن چندر کا ناول ”شکست، عزیز احمد کا ناول ”گریز، عصمت چغتائی کا ”ٹیڑھی لکیر، حیات اللہ انصاری کا ”لمہو کے پھول“، رامانند ساگر کا ”اور انسان مر گیا“، اہم ناول ہیں۔ لیکن اس بات کو قبول کرنا ہوگا کہ ترقی پسند ادب نے جتنی اچھی شاعری اور افسانے اردو ادب کو دئے ہیں، اس معیار کے ناول یہ تحریک اردو ادب کو نہ دے سکی۔

: ترقی پسند تنقید

ترقی پسندوں نے تنقید کے معیار میں بھی تبدیلی لائی۔ انہوں نے جمالیات کے معیار کو تبدیل کیا اور ادب کو پرکھنے کے لئے نئے نئے اصول وضع کئے۔ ترقی پسند تحریک کے زیر اثر اردو کے تخلیقی ادب کے ساتھ ساتھ اردو تنقید کے مزاج اور رویوں میں بھی نئی نئی تبدیلیاں آئیں۔ ادب میں مواد، ہیئت اور اظہار و اسلوب میں نئے تجربات کی ہمت افزائی کی گئی۔ سجاد ظہیر، اختر حسین رائے پوری، ڈاکٹر عبدالعلیم، احتشام حسین، مجنوں گورکھپوری، آل احمد سرور، عزیز احمد، ممتاز حسین، علی سردار جعفری، محمد حسن، قمر رئیس، سید محمد عقیل رضوی، باقر مہدی، ظانصاری، ہنس راج رہبر، وحید اختر، عالم خوندمیری، اختر

انصاری، احمد ندیم قاسمی، عبادت بریلوی، وقار عظیم اسلوب احمد انصاری و غیرہ ترقی پسند نقادوں کی صفِ اول میں دکھائی دیتے ہیں۔
یوں ہم نے ترقی پسند ادبی تحریک کا ایک مکمل لیکن اجمالی جائزہ لینے کی کوشش کی ہے۔ مزید تفصیلی مطالعے کے لئے آپ مندرجہ ذیل کتابوں سے استفادہ کر سکتے ہیں۔

: منابع

- ۱۔ اردو ادب کی تاریخ : نسیم قریشی۔ مسکین بک ڈپو۔ جے پور
- ۲۔ تاریخ اردو ادب : رام بابو سکسینہ
- ۳۔ مطالعہ و مشاہدہ۔ ڈاکٹر سلام سندیلوی۔ نسیم بکڈپو۔ لکھنؤ
- ۴۔ طرز خیال : پروفیسر محمد حسن۔ اردو اکادمی۔ دہلی
- ۵۔ روشنائی۔ سجاد ظہیر

ششماہی انگلش / اُردو تحقیقی اور تجزیاتی مقالات کا مجلہ
سلسلہ نمبر -5 جلد نمبر- ۱ جنوری -جون 2017
ISSN: 2311-6803

مطالعہ پاکستان



جنوری -جون 2017
مرکز مطالعہ پاکستان ، جامعہ بلوچستان کوئٹہ

جملہ حقوق بحق مرکز مطالعہ پاکستان، جامعہ بلوچستان ، کوئٹہ محفوظ ہیں
اس شمارے میں شامل تمام نگارشات ماہرین سے منظور شدہ ہیں - ادارے کا
کسی بھی
مقالے کے نفس مضمون اور مدرجات سے متفق ہونا ضروری نہیں ہے

معاونین: گراف کاری
کمپوز کاری: منظور احمد، بجاخان
نظر ثانی: پرویز احمد

مجلہ: ششماہی تحقیقی مجلہ ضخامت صفحات
جلد: 1 شماره : (مسلل) 5
سال: 2017 ء دورانیہ: جنوری - جون 2017
زر سالانہ: 2000 روپے فی شماره: 350 روپے
رابطہ جات
پتا: مرکز مطالعہ پاکستان، جامعہ بلوچستان، کوئٹہ

فون : ۰۸۱ - ۹۲۱۱۲۹۱

فیکس: ۰۸۱ - ۹۲۱۱۲۹۱

ای میل: tobawal_2008@yahoo.com

ناشر: ڈاکٹر محمد عثمان، ڈائریکٹر

پرنٹر: ایم ٹریڈرز جناح روڈ کوئٹہ۔ فون :

081-2820375

مجلس انتظامی

سرپرست

پروفیسر ڈاکٹر جاوید اقبال

مدیر اعلیٰ

پروفیسر ڈاکٹر ناہید انجم چشتی

مدیر

ڈاکٹر محمد عثمان توبہ وال

معاونین مدیر

ڈاکٹر نور احمد

پروفیسر ڈاکٹر کلیم اللہ بڑیچ

پروفیسر ڈاکٹر سید عین الدین

پروفیسر ڈاکٹر غلام فاروق بلوچ

پروفیسر یوسف علی رودینی
پروفیسر ثریا بانو

شریک کار مدیر

پروفیسر تعلیم بادشاہ
قاری عبدالرحمن
شازیہ جعفر
نذیر احمد کاسی
شرف بی بی

کمپوزنگ سیکشن

منظور احمد
بجار خان
پرویز احمد

مجلس ادارت بین الاقوامی

پروفیسر یانی سرامانی (تھائی لینڈ)

پروفیسر محمد اسلم سید (امریکہ)

ڈاکٹر جمیل فاروقی (کوالمپور)

ڈاکٹر شہناز جندانی (امریکہ)

ڈاکٹر علینا بشیر (شیکاگو)

ڈاکٹر مورے یاما کزوکی (جاپان)

پروفیسر ڈاکٹر فدا محمد (امریکہ)

ڈاکٹر نصیر دشتی (لندن)

ڈاکٹر نصیب اللہ (کینیڈا)

جونی چنگ (فرانس)

مجلس ادارت قومی

پروفیسر ڈاکٹر عبدالرزاق صابر، تربت یونیورسٹی

ڈاکٹر فخرالاسلام، پشاور یونیورسٹی

ڈاکٹر عبدالصبور، تربت یونیورسٹی

سید منہاج الحسن، پشاور یونیورسٹی

پروفیسر ڈاکٹر جاوید حیدر سید، گجرات یونیورسٹی

ڈاکٹر سید وقار علی شاہ، قائداعظم یونیورسٹی

پروفیسر ڈاکٹر مسرت عابد، پنجاب یونیورسٹی

پروفیسر ڈاکٹر خالیہ جمالی، جامشورو سندھ یونیورسٹی

ڈاکٹر نصر اللہ وزیر، پشاور یونیورسٹی