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University of Balochistan, Quetta (Pakistan)

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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. Shafiq-Ur-Rehman, 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

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The Effect of Remittances and Interest Rate on Exchange Rate Volatility in Pakistan:

By

¹Ahmed Zia, ²Kaneez Fatima

Abstract:

Exchange rate is considered as one of the most significant factor of a country's economic growth and its volatility can significantly impact the international trade. The topic of exchange rate volatility is an increasing concern of not only the researchers but the policy makers around the world over the years. This study intends to investigate the impacts of the remittances and interest rate on exchange rate volatility in Pakistan as Pakistan receives a considerable amount of foreign exchange in terms of worker's remittances. To estimate the relationship among the variables, the monthly time series data for the period of 2006-2018 has been analyzed by using Generalized Method of Moments (GMM) and Augmented Dicky-Fuller (ADF) has been applied for confirming the stationary of the series. The results reveal that the remittances affect the exchange rate volatility as described by GMM. Afterward the exchange rate volatility is also influenced by interest rate as revealed by GMM. Taking to account the remittances and interest rate have negative impacts on exchange rate volatility in Pakistan. The ramification of the study is that growing in remittances and interest rate can be effective in curbing the exchange rate volatility.

Keywords: Remittances, Interest Rate, Exchange Rate Volatility, Generalized Method of Moments, Etc.

Introduction:

The fluctuations in exchange rate of an economy play a significant role in its macroeconomic stability which is prime objective of economic

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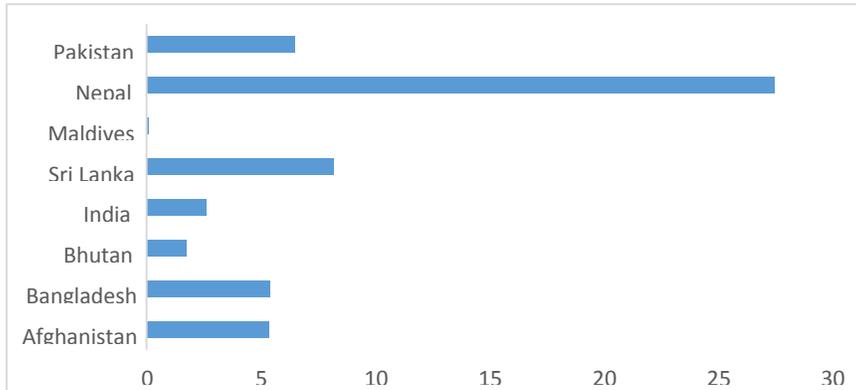
policy makers as exchange rate fluctuations have real economic costs. The macroeconomic variables such as inflation, employment level, interest rate, capital inflow/outflow, foreign direct investment, terms of trade and foreign exchange reserves are important to determine the fluctuations in exchange rate and are also affected by the fluctuations in exchange rate volatility itself. A moderate level of volatility in exchange rate is crucial for economic stability of an economy.

Exchange rate is the value at which one currency is changed over to another currency and how rapidly the exchange rate fluctuates is its volatility. The comparative price of two national currencies is called exchange rate (Frenkel & Johnson, 2013). It has been defined more specifically by (Mundell, 1961) as “the ratio between a unit of one currency and the amount of another currency for which that unit can be exchanged at a particular time”. The comparative price of a currency is determined mainly by the external cash inflow and outflow of that currency. Remittances remain as a main part of external cash flows; hence, they play a significant role in the exchange rate volatility (see for instance, Makhoul & Mughal, (2011)). Remittances are transfer of funds mostly from the labor force (which belongs to developing economies) working in developed economies to their countries of origin. Theoretically, the increased volume of remittances increases the disposable income of households which in turn exerts an upward pressure on the demand of local currency for spending. This causes the Dutch disease phenomenon for the host country as the increase in income of households increases the prices in non- tradable sector which motivates the labor in tradable sector to move to the non-tradable sector (Amuedo-Dorantes & Pozo, 2004) that rises the wages in the tradable sector. Consequently, the production cost and prices increase in tradable sector of the economy which negatively affects its competitiveness in the global market, putting a downward pressure on the exports of the host country (Acosta et al., 2009).

The influence of remittances on exchange rate is straightforward theoretically. However, the magnitude of this impact is an empirical question and is determined by the size of remittances, output and trade sector of the economy. An important feature of Pakistan’s economy is the contribution of employee’s remittances in its GDP. It is amongst the countries in south Asian where remittances significantly contribute in GDP (see Figure 1). Figure 1 shows that in 2017, remittances contributed around 7 percent in its GDP. This shows that remittances might have been playing an important role in exchange rate volatility in Pakistan. to

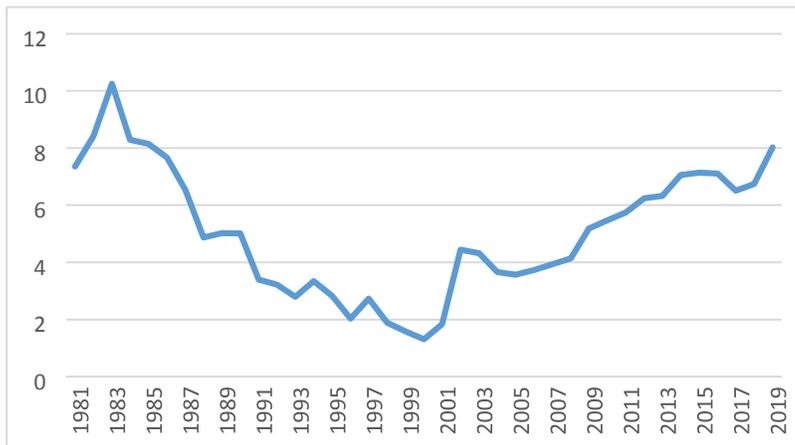
estimate the magnitude of the effect of remittances on exchange rate volatility as

Figure 1: Remittances as % of GDP in South Asian Countries in 2017



Note: Data source is World Bank, World Development Indicators.

For the first time the inflow of remittances was recorded officially in the 1970's when the construction sector of the Gulf States was boomed by employing of millions of Pakistani employees. The contribution of remittances in GDP of Pakistan rises to 10 percent in 1982/83 (as shown in Figure 2). The fluctuation in the remittances received by Pakistan over the time period 1981-2019 are shown in Figure 2. A sharp increase in remittances is observed in 2001 which is attributed to 9/11 in 2001 (Zaidi, 2015). During this time period The United States became the main foreign country from where these remittances were received. This may be attributed to the fear Pakistani workers might have been facing after 9/11 in the United States regarding their savings in the U.S. banks.

Figure 2: Worker's Remittances received by Pakistan as % of GDP

Note: Data source is World Bank, World Development Indicators.

The annualized charge of debit or credit-capital calculated as the percentage ratio of interest to the principle is called interest rate. Every bank has their own criteria for determining the interest on loans but, in fact local interest rates are approximately the equal for every bank and commonly interest rates are increased in the times of tight money supply, inflation, higher demand of credit, or owing to greater reserve demand of banks. Decreasing in business and stock market activities is associated with increasing in interest rate because credit come to be more valuable and buying shares will be the best option of earning more for the investors than buying bank deposits or newly issued bonds (Okoth, 2013).

Interest rate is also an important variable which affects macroeconomic variables including exchange rate. Theoretical influence of interest rate on exchange rate is firstly investigated by an American economist (Irving fisher) who claims that the differentials of interest rate are tended to reflect the fluctuations of the exchange rate which is also famous as International Fisher Effect (IFE). A number of researchers used the (IFE) theory for investigating the influence of interest rate on the exchange rate volatility and concludes that high interest rate can be an influential instrument for curbing the exchange rate volatility (Benita & Lauterbach, 2007; Asari et al., 2011).

This paper aims to investigate how remittances and interest rate affect the exchange rate fluctuations in Pakistan as Remittances contributes

substantially in the balance of payments of Pakistan which ultimately lead to exchange rate movements.

Secondly, this study examines the effect of interest rate on the exchange rate volatility as Pakistan is considered as a small open economy where the macrocosmic variables are influenced by international factors also. However, to account for international factors is beyond the scope of this paper, we attempt for investigating the relationship of interest rate and remittances by controlling terms of trade.

This paper is organized as follows; section two reviews the literature briefly, section three lays out the Methodology section four reports and discusses the results and section five concludes the study.

Brief Review of the Literature:

A significant amount of work has been done to examine and identify the relationship between the remittances and exchange rate. Remittances has positive significant influence on exchange rate if used for saving means remittances appreciate the volatility of the exchange rate and can negatively influence the exports if it is resorted for consumption. For instance, (Khurshid et. al., 2017) inspect the influences of remittances on exchange rate using the GMM approach on annual data series. In addition, the casual relationship between the exchange rate and worker's remittances is tested using the Garner test of causality. (Pozo & Amuedo-Dorantes, 2004) report that remittances have the potential to push up the exchange rate in 13 Caribbean and Latin American countries over a sample period of 1979-1998.

Indeed, recently, most of the researchers devoted their attention to explore and determine the relevance between the remittances and exchange rate. While remittances are known as the most significant determinant of exchange rate and are a greater source of foreign cash flows (Makhlouf & Mughal, 2013). While in making the economic policy for the country, both variables are crucial and playing a vital role in it. The consistency in macroeconomic indicators such as unemployment, interest rate, prices, exports and wages cause to reduce the risk for both households and investors while, they could be influenced by the volatility in remittances and exchange rate (Khurshid et al., 2017). A study conducted by (Bussolo & Medvedev, 2007) stated that exchange rate of a developed economy can be appreciated by the remittances and the concept is termed as Dutch disease. When the inflow of the remittances of a country increases it push-ups the demand of the local currency, increase the spending, and also due

to decline in the labor supply puts extra pressure on competitiveness and real rate of exchange on the country the findings are further accepted by the study of (Khurshid et al., 2017).

Interest rate is main intervention instrument for determining the exchange rate volatility. A theory which has been developed by Irving Fisher, an American economist, connecting the exchange rates to interest rates and states that the exchange rate expectations can be reflected by the differentials of interest rate which is also famous as Fisher Effect (Demirag, & Goddard, 1994). The international Fisher Effect (IFE) has been explained by (Madura, 2020) as external interest rate and fluctuation in the price of the foreign currency is dependent on the inference of relationship of the real profit.

The International Fisher Effect has been examined and interpreted by substantial number of studies to the earlier studies (Sundqvist, 2002; Benita & Lauterbach, 2007) for curbing and controlling the exchange rate volatility, the interest rate is the most popular and effective instrument they conducted the study of exchange rate volatility between the U.S. dollar and 43 other currencies. In the panel results they reported positive relationship between the exchange rate volatility and interest rate and stated that the countries with higher exchange rate volatility mostly pay higher interest rate and further the study reported the results of examining the specific country that interest rate negatively affects the exchange rate volatility and claimed that rise in interest rate can be effective in curbing the exchange rate volatility. The study of (Andries et al., 2017) also documented both negative and positive association between interest rate and exchange rate and argued that the relationship is positive in the long term and negative in the short term. The study of (Asari et al., 2011) argued that higher interest rate offers higher return to lenders compare to other countries in an economy. Therefore, higher interest rate can attract the foreign capital flows and cause the exchange rate to increase and concludes that higher interest rate can play a crucial role in curbing exchange rate volatility and these findings are further confirmed by (Tariq et al., 2015).

Hence, the hypotheses of the study are developed as follows; first, there is a connection between interest rate and exchange rate volatility and second, there is a relationship between remittances and exchange rate volatility.

Research Methodology:

This study intends to investigate the influence of remittances and interest rate on exchange rate volatility in Pakistan. To empirically estimate the effect, following model is specified.

Model Specification:

The study utilizes the system of GMM method firstly recommended by the (Arellano & Bover, 1995). Selecting system GMM estimator as the main estimator for the model described in equation (1) is due to the preferred characteristics of GMM: first, it excludes the bias and yields a proficient and reliable parameter estimation, in which the independent variables are not perfectly exogenous. Second, overcomes the issue of fixed impacts and endogeneity of the independent variables, eliminating the dynamic panel bias (Reaz et al., 2017) so that, we estimated the following regression to deliver an investigation on the influence of the interest rate and remittances on the volatility of exchange rate.

$$EXRV_t = \beta_0 + \beta_1 REM_t + \beta_2 IR_t + \beta_3 ToT_t + \varepsilon_t \quad (1)$$

Where EXRV represents exchange rate volatility, REM_t is the lag value of remittances, IR symbolizes the interest rate rate, β_0 indicates intercept, β_1 is the coefficient of REM, β_2 is the coefficient of IR, and ε represents the error term.

Measuring Volatility:

In recent economic literature measuring the exchange rate volatility is a debated topic and due to the lack of an exclusive method of measuring volatility the outcomes of exchange rate volatility are unclear (Siregar & Rajan, 2004). Standard deviations have been used by some authors for measuring volatility where the degree to which the exchange rate fluctuations in contact to its mean overtime is (Carrera & Vuletin, 2002; Schnabl, 2009; Gadanecz & Mehrotra, 2013). Where utilizing this method have also challenges. Firstly, due to, it accepts the normal empirical distribution of the exchange rate. Secondly, it can not to catch the past information of exchange rate because it is failed to reveal the distribution between a random factors of the process of exchange rate (Alagidede & Ibrahim, 2017). Moreover, the standard deviation method is well-known for underestimating the impact of volatility on judgments due to this approach is random in selecting the instruction of the moving average (Pagan and Ullah, 1988).

To capture the dynamic aspects of the volatility of exchange rate and to dominate the methodological insufficiencies of standard deviation method the study is used the exponentially weighted moving average model (EWMA) interpreted by Roberts in (1959) (Hnter, 1986).

$$\sigma = \sqrt{(1 - \lambda) \sum_{t=1}^T \lambda^{t-1} (r_t - \bar{r})^2} \quad (2)$$

Where $0 < \lambda < 1$. λ is the decay lower factor, λ , the lower the effect of farther EXR values (Moosa & Bollen, 2002) as the monthly data is used by study. Thus, the study assumes that $\lambda=0.97$ (Morgan, 1996).

The terms of trade (TOT) which is control variable of the study is calculated according the following formula used by (Lee & Kim, 2011).

$$\text{Terms of Trade} = \frac{\text{export unit value index}}{\text{import unit value index}} \times 100$$

Data Collection & Variables of Study:

This study intends to investigate the effect of interest rate and remittances on the volatility of exchange rate where the study selected the Lending Weighted Average rate (LWAR) from the set of interest rate's types which is the accumulated rate of interest paid on total debt and using this formula $LWAR = \frac{\sum(\text{rate} \times \text{amount})}{\sum(\text{amount})}$ the LWAR has been calculated (Hanif, 2019). monthly time series data is utilized for the period of 2006 to 20018 and selecting this period as our sample size is due to sample size will not be enough if we will use annual data for estimation the proposed model using GMM. Hence monthly data will provide us with sufficient no of observations. and the data of remittance is converted to log form for the purpose of decreasing the variance. The state Bank of Pakistan (SBP) website is utilized for obtaining the data for remittances (RIM), Interest Rate (IR), and exchange rate volatility (ERV) where the study used Real Effective Exchange Rate which is the nominal effective rate of exchange (a degree of the value of one currency compared to the weighted average of some other currencies) divided by index of costs Mundi Index or a price deflator. Moreover, remittances and interest rate is adopted as explanatory and exchange rate volatility is used as explained variable and the study also contains term of trade (TOT) which is a country's export prices index and it is import prices index ratio as a control variable.

Empirical Results:**Table1: Summary Statistics:**

Variables	Mean	Std. Deviation	Minimum	Maximum
Exchange Rate Volatility	69.306	75.887	0	307.74
Remittances	8.086	3.64	1.527	16.94
Interest Rate	11.375	1.971	7.80	14.66
Terms of Trade	0.597	0.089	0.37	0.88

For certifying the time series stationary of the selected period (2006-2018) of monthly data the study utilized the unit root tests of Augmented Dicky-Fuller (1979). The table 4.2 describes the results of unit root (ADF) test and shows that EXR and TOT are stationary at level 1(0) while the REMIT and LWAR are stationary at first difference 1(1).

Unit Root Test (ADF)

Variables	Level 1(0)		First difference	
	Intercept	Intercept & trend	Intercept	Intercept & trend
Exchange Rate Volatility	-13.316***	-7.605***	-5.272***	-6.556***
Remittances	-1.847	-4.503***	-16.548***	-16.500***
Interest Rate	-0.777	-2.270	-3.470***	-3.886***
Terms of Trade	-3.023***	-4.023***	-11.934***	-11.893***

Table 1: Unit Root Test (ADF)

Notes:

***, **, and * denote the level of significance at 1, 5 and 10% correspondingly and optimum lag length selected based on AIC is used for ADF test.

ADF statistic is calculated as $\Delta x_t = a_0 + b_0 x_{t-1} + \sum_{i=1}^k c_0 \Delta x_{t-1} + w_t$ where Δ is the difference operator, a_0 , b_0 and c_0 are the estimated coefficients, the variable whose time series properties are inspected denoted by x and white-noise error term is denoted by w .

Table4: Estimation of the model $EXRV_t = \beta_0 + \beta_1 REM_i + \beta_2 LWAR_t + \varepsilon$ using system GMM:

Variable	Coefficient	t-Statistic	Prob.
Constant	290.5870	9.008433	0.0000
Remittances	-19.72959	-17.22423	0.0000
Interest Rate	-12.18163	-5.471117	0.0000
Terms of Trade	1.236855	2.833519	0.0053
R-squared	= 0.813042	J-statistic	= 1
Adjusted R-squared	= 0.808917	Prob(J-statistic)	= 0.309720

Table 4 describes the empirical results between remittances, interest rate and exchange rate volatility. Where the findings describe those

remittances have a significant negative impact on the exchange rate volatility in order to increasing in remittances can decrease and curb the exchange rate volatility and in the same time, it shows that our results support the perspectives of (Khurshid et al., 2017) who claims that remittances can restraining the exchange rate volatility if used for consumption. In addition to this, on the basis of empirical evidence of table 1 the interest rate has also negative effect on exchange rate volatility means restrains the exchange rate volatility and these findings Support the outlooks of (Asari et al., 2011) who argued that interest rate is effective in curbing exchange rate volatility and also confirm the evidence of (Tariq et al., 2015) who claim that interest rate is one of the most efficient factor in curbing exchange rate volatility and negatively affects the exchange rate volatility.

Conclusion and Recommendations:

The broad scope of this study was intended to investigate the effects of remittances and interest rate on exchange rate volatility in Pakistan. The study utilized the ADF Dicky and Fuller (1979) test for confirmation the stationary of the variables and found that all variables are stationary in their level except the interest rate which was stationary in first difference. On the basis of the results of GMM the study found that remittances have negative relationship with exchange rate volatility it means that increase in remittances can moderate the exchange rate volatility and it has also been found that the interest rate has also negative effect on exchange rate volatility means depreciate the exchange rate volatility. Therefore, through enhancement in the size of remittances and increase in the interest rate the government can control the highly volatile exchange rate of the country and provide better opportunities for the investors especially for the foreign investors. The government may provide the opportunities to switch the remittances to be invested in the place of saving. Further researchers should attempt to take longer study duration of above 15 years by using other variables.

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Impact of Income on Gross Fixed Capital Formation in Pakistan: An Analysis for the Period 2008-17

By

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Abstract:

Investment in the developing countries differs from the investment in the developed countries in the sense of credit availability and government investment. The investment depends upon the infrastructure and characteristics of the economy of the country too. It is correlated with macroeconomic factors as GDP, interest rate offered to the investors and the government policy for attracting investment, inflation and income. The phenomena of profit that capital investment yields has been a matter of discussion, investigation and analysis by many financial and economy gurus over the past century. The main aim of encouraging investment to a country is to bring prosperity to it. This state of affairs can be materialized by engaging people into business activities that yield them a better economic status, improved life style and creation of business opportunities where the people can invest their savings. This signifies the fact that growth in economy of a country is an open manifestation of its progress and prosperity. The investment and the economy in general are fundamentally inter related and impact one another greatly. The macroeconomic factors in estimating speculations of resources are recognized to be crucial in this respect. Changes in macroeconomic factors do influence investment and capital formation in one way or another. Correct future estimations regarding patterns found in macroeconomic factors can be useful in order to see their main effect on investment.

Keywords: Income, Gross Fixed Capital Formation, Pakistan etc.

Introduction:

Investment or in other technical and measurable terms Gross Fixed Capital Formation is an important factor for economic growth (Al-Tarawneh,

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2004). This context has intrigued the financial pundits to study the determinants of the investment in a country, of which, some are income, inflation, interest rate, and exchange rate. Gross Fixed Capital Formation is the procurement of fixed assets by deducting the disposals and making value added improvements to, and transfer of costs onto, land and other non-produced assets i.e. assets which have been procured, these could be brand new or for that matter they may have been used already and are now to be traded on for a second hand use. The assets which are to be disposed of, they may be sold to those who want to use them for another economic unit or they may have just been abandoned by their owners or may have been left to be sold as mere scrap and be broken down into reusable units, recoverable materials for further use, or just as waste products. The macroeconomic factors in estimating speculations of resources is recognized to be crucial in this respect and correct future estimations regarding patterns found in macroeconomic factors particularly income can be useful in order to see their main effect on investment. The results of this study can be used by all the stake holders who either want to study the effect of income on capital formation in Pakistan as it is a developing country and ideal for investment and business creation.

Background of the Study:

The developing countries across the world have experienced a prominently weak economic growth since 1980s owing to many contributing factors namely, an inflated decline in investment, fall in exports, presence of external foreign debt and lack of private financing. The investment and the economy in general are fundamentally inter related and impact one another greatly. The macroeconomic factors in estimating speculations of resources are recognized to be crucial in this respect. Changes in macroeconomic factors do influence investment and capital formation in one way or another. This phenomenon has intrigued the financial pundits to study the determinants of the investment in a country, of which, some are the real interest rates, level of income and inflation. As a result, the phenomena of profit that capital investment yields has been a matter of discussion, investigation and analysis by many financial and economics gurus over the past century. This study investigates the impact of income on gross fixed capital formation for the period 2008-2017 which is a developing country.

Review of Literature:

A financial system of the modern latest era encourages investment. It not only identifies a business opportunity but it also provides relevant and pertinent information about business opportunities. It also helps in a quick

accumulation of physical and human capital, in a faster technological progress, which in turn, help feed economic growth as stated by (Creane, Goyal, Mobarak, & Sab, 2004). The developing countries across the world have experienced a prominently weak economic growth since 1980s owing to many contributing factors namely, an inflated decline in investment as the income of the people is very low resulting in low savings, fall in exports, presence of external foreign debt and lack of private financing (Joshua & Delano, 1991). On the other hand, studies conducted by (Mckinnon, 1973) reveal that government restrictions on the interest rate and the banking system hamper economic growth.

The notions on the consequences of macroeconomic elements as income on gross fixed capital formation stand evidently proven. The same has been reflected in the previous studies, where one notion states that a higher income increases capital formation. Resultantly, it increases investment where, in less developing countries (LDCs), who have poorly developed financial markets, there is an inadequate access to financing for most projects or assets from where cash inflows can be expected. These notions indicate that investment (GFCF) is constrained by funds saved for it. Moreover, (Green, Decemeber, 1990), in their studies suggest that investment may have a positive impact on real interest rate resulting in an increase on (GFCF). Studies in this context were made by the financial scientists with various conclusions. (Green, Decemeber, 1990), recommend from their studies of 23 LDCs that the real interest rate if positive have a direct relationship with investment. Similarly, from studies of (Hyder, 2003) in Pakistan, it is revealed that the private investment has declined because of an inverse escalation in the rate of real interest and resulting in a decline in income thus savings of the people.

Macroeconomic Factors in an Economy:

The investment and the economy in general are fundamentally inter related and impact one another greatly. The macroeconomic factors in estimating speculations of resources are recognized to be crucial in this respect. Changes in macroeconomic factors do influence investment and capital formation in one way or another. Correct future estimations regarding patterns found in macroeconomic factors can be useful in order to see their main effect on investment.

Gross Fixed Capital Formation (GFCF):

(GFCF) is used to measure the value of acquiring novel assets or improving existing fixed assets by a business sector (excluding their unincorporated enterprises) and by lessening the disposals of fixed assets, GFCF is a part of expenditure of (GDP), and it explicitly portrays that what is the value of newly established assets in the economy that have

been invested into by the businesses as shown by (Kanu & Nwaimo, 2015) in their studies. Moreover, Gross Fixed Capital Formation across countries has been viewed in two ways i.e. **Public Sector Investment** and **Private Sector Investment** (Joshua & Delano, 1991). Recent research by researchers suggest that private sector investment plays a pivotal role in economic growth and it is, hence, more related to economic growth in the countries that are developing than the investment made to the public sector which is mere a policy tool (Khan & Carmen, 1991).

Income:

A high income encourages savings and when savings are made they are either used for increasing facilities by acquiring luxury items or invested for making returns. Income is something which can be *measured* in terms of money, money value or earnings of a business which is done in exchange for providing a good living or rendering a service for getting money or by making capital investment in a business activity for a specific period of time (Investopedia, 2019).

Some other important Aspects of Income: Income made from wages, from salaries, interest received dividends from the companies, gains made through a business, capital gains and pensions that are received during a particular taxation period may be deemed as **Taxable Earnings**. While income may also comprise of annuity inflows, rental income from renting out buildings, earnings through farming, fishing, livestock, and unemployment stipends offered by the government, retirement or settlement plan distributions and finally stock options received **Disposable Earnings or Income** is money that remains after paying off taxes or earnings after income tax in financial terms. People spend such income on their basic necessities. **Discretionary Income** is the amount of money which remains after paying for all the necessities of the livelihood. People spend discretionary income for their leisure. Such income is spent on vacations, hoteling, watching shows at the theater, and touring places (Investopedia, 2019). **Real Income** means that the earnings made by an individual or company after they have taken into contemplation the repercussions of inflation in an economy on purchasing power of a consumer.

Real Income of People:-

Real income means that the earnings made by an individual or company after they have taken into contemplation the repercussions of inflation in an economy on purchasing power of a consumer to illustrate this, if an individual happens to receive a 02 percent increase in his salary over and above the previous year where inflation for the year is 01 percent. As a result, his real income increases by 01 percent. Equally, if a person

receives a 02 percent raise in his salary and inflation rate stands at 03 percent, this results in shrinkage of the real income by 01 percent.

Relationship of Real Income to the Consumer Price Index (CPI):-

As we know, the real income helps measures purchasing power of a person; however, it has always been compared with Consumer Price Index (CPI). CPI is used to help in measuring the average cost of a basket of goods or commodities. These commodities comprise of food items, education spending, recreation, transportation, and medical care in general (Investopedia, 2019). In this regard, Economic Survey, Planning and Division, SBP, and the Statistical Bureau publish CPI, GDP and Per Capita quarterly and annually. As in case of Pakistan, the basket of commodities comprise of 53 Essential Items and 17 non-index Essential Items (Monthly Review on Price Indices, April, 2019).

Hypotheses of the Study:

H_1 : There is a relationship between Level of Income and Gross Fixed Capital Formation (Investment).

Research Methodology:

Research Design:- It is an scheme of things to be done as it identifies the procedures through which the data is collected, measured and analyzed in a scientific method. The best possible method for this study was *Cross Sectional Research Design*. This particular method was employed to see the impact of macroeconomic factor Income on (GFCF) i.e. investment during 2008 to 2017. For this purpose, the secondary data compiled by credible institutions is to be used for results of the study. *Standard Theory of economics* states that the level of investment which in this study is peroxided by (GFCF) depends upon Income. if Income is high, it helps people make savings. This study covers the (2008-2017) time period of Pakistan. And, the data is based on annual data sets and panel data. The time series analysis was used for arriving at the aim of the study. The suggested econometrical model by (Majed Babar, 2010) as in their studies was used taking the following form:

$$GFCF_t = \beta_0 + \beta_1 R_1 + \beta_2 GDP_t + U_t$$

Where;

GFCF : Shows level of investment (it is determined by gross fixed capital formation)

R : Rate of real interest.

GDP : Levels of income (it is determined by Gross Domestic Product)

U : Represents the Error Term.

t: Indicates time.

*Rate of real interest is used owing to the fact that debtors and creditors when taking decisions regarding investment take into account real interest instead of nominal rate.

Sample Selection:- A census is something which the researcher chooses for a particular population that constitutes as a whole for the study to be under taken as a Cause and Effect of the questioned variables. The Census in this study as GFCF as a whole which has been taken from the year 2008 to 2017.

The employed Statistical Methods and the Analytical Models:- The statistical procedures that the researcher has used for this study are namely; Percentage, Frequency Distribution tables, Correlation, Mean, Mode, Median, Standard Deviation, Variances, and Regression. Moreover, ADF Test and Granger Casualty Test were also employed to analyze data in order to ascertain and observe the effect of Independent Variables of study on Dependent Variable by means of all data available for the study.

Variable and their descriptions in the study:-

The D.V is level of investment proxy by the Gross Fixed Capital Formation (GFCF)

The I.V is:

Income level, it is measured by Gross Domestic Product (GDP).

Research Analysis Tools:-

Finally, the information or data was examined through (SPSS) version 2.0, E-Views version 8.0 and MS Excel. The results were generalized and discussed accordingly.

Results:-

Descriptive Statistics:- In this study, the descriptive statistics which were employed comprise of Minimum, Maximum, Standard Deviation and Mean Value. The tabular representation of the findings is as under:-

Variables	Minimum	Maximum	Mean	Standard deviation
GFCF	12.52	17.60	14.28	0.47
Income Level (proxied by the GDP & Per Capita)	10.06	15.47	12.58	0.43

Table Sources: Findings from the research

Inferential Statistics:- This section of the study relates to statistical inferences that have come from doing Correlation of the data, conducting a Multiple Regression, doing ADF Test and Granger Causality tests of the study: the interpretation of the all the test is also given in this part of the study.

Correlation Findings:-

The table which is given as under depicts the outcome of correlation.

Variables	GFCF	Level of Income
GFCF	1	
Income (proxied by GDP & Per Capita)	0.847*	1

* The results of correlation is significant at 0.01 (1-tailed)

Table Sources: Findings from the study.

The Analysis of Regression: To find results, Multiple Regression was applied to the data to see if an association between the D.V. and the I.Vs. existed. Findings of results are given in table drawn as under for decision making and further studies:

Table of Regression of the Study:-

Gross Fixed Capital Formation (GFCF): The Dependent Variable of the Study

Model: OLS, Least Square Method:-

Variab les	Coefficie nt Beta	Standar d Error	T Statisti cs	Significan ce	R ²	Adjuste d R ²
Consta nt	20.324	10.705	1.098	1.078	0.95 7	0.910
Income (as per GDP)	0.213	0.750	2.844	0.0029*	0.95 7	0.910

Augmented Dickey Fuller (ADF) test:

Table which is given here under depicts the ADF test findings and results. These are based on the null hypothesis which state that **(the time series has a unit root test):**

ADF Statistics	GFCF	Level of Income
T-statistics	0.047	0.737
Prob*	0.044	0.004*

*Mackinnon (1996) one-sided p values

Findings from the ADF Test: The results that have been found by application of ADF test reveal that p-values of GFCF, Income is lesser than 0.005. This depicts that Null hypothesis are Accepted. Moreover, data collected for the study has a unit root test or in other words the data is not stagnant around the mean. The data changes with the time period or the time series has a unit root test.

Application of Granger Causality Test:

Table given below of the above test reveals that there exists a Causal relationship between the two variables. The findings of the same are as follows:

Income and GFCF:

Null hypothesis	F-statistics	Probability	Causal inference
Income doesn't granger cause GFCF.	2.081	0.002*	Causality
GFCF doesn't granger cause level of income.	4.801	0.085	No causality

Conclusion:-

The researcher in his study has thoroughly examined the effect or impact of income on the Gross Fixed Capital Formation (GFCF) for Pakistan for the period 2008 to 2017. To check the hypothesis which was proposed by the researcher, he has employed Correlation, Regression, ADF test and Granger Casualty test for results. The researcher anticipated a significantly positive impact of Income on the gross fixed capital formation in his hypothesis. Finally, from the findings of the study and its results, it can be

inferred that the macroeconomic factor under study namely, Income has an influence on volatility of gross fixed capital formation.

Recommendations:

The policy makers can develop a set of sound policies to control the macroeconomic element or factor namely Income so that the GFCF i.e. investment is not affected by this factors.

The investors, who risk their money, can have a closer analysis of the patterns and trends when they keenly observe the rise and fall in Income for predicting trends and decisions making.

This research has applied Regression, Correlation, Granger Casualty test and ADF test to check the association or relationship between the variables. The future researchers can adopt other econometrics tests to develop more analysis of the impact of macroeconomic elements on GFCF.

Lastly the future researchers can carry out the same study into a global perspective to check the GFCF in the context of the whole world or various economic regions.

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Errors in the Usage of Verb in English Composition: A Study of Pakistani College Level Learners

By

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Abstract:

The proper use of verb is important in producing a composition. This study is aimed at finding and analyzing errors in verb and also describing the major causes of errors in EFL college students' writing. This study is descriptive both in mode and nature. The population for this study was 72 second year, college students (both boys and girls) enrolled at various degree colleges located in Pishin, Balochistan in the academic year 2018/2019. The researcher employed quantitative research method; however, purposeful/purposive sampling was used for data collection. The findings revealed misformation error as one of the most challenging error type while misordering error as the least occurring error in students' writing. The study also found that the influence of students' first language was the main factor in occurrence of errors in verb in learners' composition.

Keywords: The Process of Writing Verb, its types; error analysis; the use of verb

Introduction:

Language is the only tool for human beings to communicate (Dewey, 2007). We can express our feelings, thoughts or opinions through the medium of language. The ability to communicate and express one's feelings, thoughts or ideas without an error is called language performance (Booth & Colomb, 2003). Language competence like language performance also has a vital role in any language. It is the ability to do something efficiently or successfully. Due to its scope, it is mandatory to

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acquire language competence for the proper use of a language. Language competence comprised four basic language skill/components, namely: listening, speaking, reading and writing (Sarfaraz, 2011). Khansir (2012) has classified these skills into two major categories namely receptive skill and productive skill. Receptive skill deals with listening and reading, while productive skill represents speaking and writing. In productive skill, writing is the most important and equally challenging skill of a language (Sarfaraz, 2011). It is believed that writing is an art and unlike speaking, requires ample grammatical knowledge and continuous practice (Keshavarz, 1999).

Khansir (2012) defines writing as an indirect expression of feelings, ideas or thoughts in a structured way. The graphic convention of language suggests that the main purpose of writing is not only to convey a message but also express the message in a polished and well-shaped written form which requires the use of a sophisticated vocabulary and refined sentence structure (Byren, 1996). Hence, writing can be rendered as an organized activity of words to convey or record a message.

English language has got certain symbols or set of letters that represent words and their related meanings (Khan, 2011). These signs, in a broader sense, are classified into some major language components which roughly contain phonological, lexical, pragmatic, syntactic, semantic, grammar and other components. It is important to have ample knowledge of these components to convey a written or verbal message. Due to its key role, the importance of Grammar cannot be denied in the catalogue of language components. Grammar studies the classes of words, their inflections and their function and relation in the sentence (Karim et al, 2015). The domain of grammar is vast but it roughly covers certain aspects of language such as verbs and tenses, nouns and adverbs etc. (Word level grammar) and also covers phrases and clauses etc. (sentence level grammar) (Bilal et al, 2013). Since, every aspect studied in grammar has vital role in English language but some aspects always require a proper attention, such as the structure, function and use of verb. Due to its importance and tricky use, verb has always been a major problem for foreign language learners (EFL) (Bilal et al, 2013). They often commit errors in the use of verb which results in an unproductive performance in writing.

Verb is defined as a word that describes an action, state or occurrence (Seaton & Mew, 2007). Miriam Webster dictionary (1999) defines verb more precisely as “A word that characteristically is the grammatical center of a predicate and expresses an act, occurrence or mode of being.”

Almost every small or large sentence by one or the other way contains a verb. The basic form of verb is called infinitive. The forms *bring*, *wash* and *eat* are infinitives (Ellis, 2008). Apart from this, verb contains two other forms called participles which are also forms that shape verb tenses, adjectives or nouns (Bilal et al, 2013). Verb has got numerous types such as finite verbs, none finite verbs, action verbs, linking verbs, auxiliary verbs and modal verbs. (Sudhakaran, 2015) Every type of verb has got its own use and meaning.

The foreign language learners often use verb incorrectly. They get confused in understanding the exact meaning and function of verb. That is why EFL learners fail to convey the desired message. They either use the incorrect form of verb, use verb in a wrong order or misspell it. Apart from this, the English language experts have roughly pointed seven most common verb tense errors in English language, such as; the usage of inconsistent verb forms, confusing the present tense, confusing the past tense, switching in and out of present and past tense, misusing the past continuous tense and altering the future tense (Sarfraz, 2011).

Most of the time, it is found that errors in the use of verb are caused by first language interference (Keshavarz, 1999). It is therefore mandatory for EFL learners not to depend on knowledge of their mother tongue. If EFL learners assume semantic sameness between learners' mother tongue and the target language, consequently affect writing in the target language. Since, English as a foreign language has got too many differences and dissimilarities with learners' mother tongue/first language, it therefore becomes difficult for EFL learners to use verb correctly. Hence, it is mandatory for EFL learners to avoid finding similarities between the two different languages and acquire ample grammatical knowledge and make it practice to avoid error in the use of verb.

Research Questions:

The present study is guided by the following research questions:

1. What are the most frequent errors in verb in EFL learners' English composition?
2. What are the major causes of errors in the use of verb in EFL learners' composition?

Literature Review:

Concept of Error:

Error, in linguistics, is a term used for an unacceptable deviation from the linguistic roles in English language (Fisiak, 1981). The linguistics of English language commonly encompasses the roles of British and standard American varieties of English language (Sudhakaran, 2015). However, due to its importance in the modern world, English language has begot many other varieties which too have linguistic roles and regulations (James, 2001). Error making, for EFL learners, is inevitable. It is this process of error making that enables the EFL learners to improve their language skills (Khansir, 2012). Error, unlike mistake, has a different role and nature. Most of the time EFL students get confused in understanding the difference between the term error and mistake. Therefore, it is important here to simplify the main difference between error and mistake.

Error and Mistake:

Corder (1981), in the case of error and mistakes, opines that error and mistake are two distinguished linguistic terms and concepts. According to Corder (1981) error is a regular pattern of learner's production contradicting the real model of target language. The underpinned learners' competence is exposed in their regular pattern. Corder (1981) asserts that the primary difference that lays in-between error and mistake, is that, mistake is an unintentional slip of tongue or memory lapses and can be altered once it is discovered while error is a linguistic deviation based on lack of related knowledge remains constant part of learners' production in target language. Hence, EFL/ESL learner may reform his mistake as he/she becomes conscious of the mistake being committed. But error, unlike mistake, is a different case. In the case of error making, the learner is completely unaware of the error he/she has made, believing that he/she has used the right form.

Error Types:

Error has got numerous types and different linguists have given it different categories. Corder (1981) has divided errors into two main categories namely; Interlingua and intralingua errors. Interlingual errors are those errors which occur as a result of variance between the learner's first language and the target language while interlingual errors are those errors that are made by learner in the target language such as simplification, overgeneralization or the incorrect use of analogies and expressions.

Likewise, Dulay and Burt (1982) categorized errors into three main error types: Interference errors, developmental errors and unique/particular errors. Interference errors are errors that are made in the structure of target language; developmental errors are those errors that occur in target language as a result of the clash between L1 and ETL (English as a target language), while unique/particular errors are those errors which are neither developmental errors nor interference errors.

Error Analysis:

Error analysis is defined as a method to study, explore and analyze unacceptable patterns used by language learners in the target language (Crystal, 2003). In other words, error analysis is a tool to determine the nature of occurrences, causes and effects of ineffective language in the light of linguistic rules and regulations (James, 2001). Keshavarz (1999) has defined error analysis as a way to collect learners' language samples, examine, discover and evaluate accordingly. However, Ellis (2008) classifies error analysis into a process that is guided by a four-stepped procedure as errors identification, description, explanation, and evaluation of errors. Hence, error analysis aims at identifying and rectifying errors in the target language.

Research Methodology:

In this study the researcher employed quantitative research method. Quantitative research is a type of research strategy that deals with quantification of the analysis of the data (Dornyei, 2007). In other words it focuses on collecting and analyzing numerical data. This method is used to acquire relatively conclusive answer to the research questions. According to quantitative research method roles, while using purposive data sampling, the data was collected from 72 EFL learners who were enrolled in different boys and girls colleges located in Pishin, Balochistan. In the process of data collection, the learners were asked to write an essay on a descriptive topic, of about 250 to 300 words.

The data was analyzed using 'descriptive statistics' followed by frequencies and percentages. The whole process of data analysis roughly contained three steps: checking learners' essays: coding the errors and finally producing the data in frequencies and percentages. The method used for error analysis in this study is grounded by Corder coined data analysis method which is comprised data collection, identification and description of errors.

Findings:

The findings suggest that the incorrect use of verb remained as the most frequent error. Errors in the use of verb are classified into several categories such as errors in the subject-verb agreement, incorrect use of verb-tense, misformation of the related verb, error in the verb order and sometimes not even using a verb. These errors are examined through the lens of four main error kinds namely; misformation errors, addition errors omission errors and misordering errors. EFL learners often find the right use of verb challenging and make such errors in their writing.

The data in table 1.1 indicates that misformation errors in verb occurred 477(78%) times, addition errors occurred 54(08.94%) times, omission errors occurred 72(11.92%), while misordering error occurred only 01(0.16%) time. The number of overall errors found in the use of verb was 604.

Table 1.1

No	MF	Frequencies	
			Percentages
1.	MF	477	78%
2.	OM	72	11.92%
3.	Ad	54	08.94%
4.	MO	01	0.16%
Total		604	

The findings of the study revealed that misformation of verb appeared as one of the most problematic error type in participants' writing. Omission error in verb remained the second most frequent error with 72(11.92%) occurrences, addition error as the third most frequent error with 54(08.94%) occurrences while misordering error as the least frequent error with 01(0.16%) occurrences. The detailed description of the errors that have occurred in participants' writing is given below:

Misformation Error:

Verb is a grammatical center that shows an act, occurrence or state. Like most of other words, verb is also comprised two or more words. It is mandatory for a learner to memorize the exact spellings and forms of the

verbs being used while writing. Due to lack of writing practice or weak memory issues, EFL learners often misspell and misform verbs in their composition. Most of the time, learners do not give proper attention to the importance of /e/ in morphology and the difference in between the sounds of /f/ and /p/ in morphology and phonetics. The learners either omits add or put a letter in wrong order resulting misformation errors in verb which produce incorrect meanings. For instance, learners put unnecessary /e/ in the verb like: “I have read many books but this book has *changed* my life.” which resultantly gives an incorrect meaning. Similarly, learners sometimes, replace the verb “*think*” with the noun “thing” in the example like “Modern people *thing* that friends are not important in life.” which definitely gives incorrect meaning. In some cases EFL learners cannot differentiate between the verb and its noun form. As a result, learners make errors like “Her father *guidance* her in everything” which technically is a wrong form with an incorrect meaning. Apart from this, As Huang (1999) suggests there are almost seventeen most common misformation errors that are frequent found in EFL learners’ composition, such as the errors of no agreement between subject and verb, misusing in forming the passive voice, misusing verb tense and unwanted infinitive after auxiliary verb and the like. .

Addition Errors in Verb:

Verb has a key role in the formation of a grammatical sentence. Though its importance cannot be denied but it’s over usage can also create problems in understanding the message. EFL learners beside misformation of verb often include verbs which are irrelevant and have no relevancy to the sentence. Mostly, action and state verbs are used in addition by the learners in their writing Based on findings, the participants’ essays reflected a number of addition errors in the use of verb. For instance, the learner in the sentence, “She is *belong* from district killa Abdullah” has used the verb ‘*belong*’ in addition, because the sentence already gives a complete sense without using the main verb. Similarly, in the sentence “We also share books and other things *send*’ the participant has used an additional verb “send” to give the same meaning that has already been given by another verb ‘share’ in the start of the sentence. Hence, addition of unnecessary verbs always creates problems which not only make the sentence incorrect but also make the reader unable to pick the purported meaning.

Omission Errors in Verb:

Verb is used to show an action, state or mode of being. Due to its key role in sentence formation, verb has got the utmost importance among all other parts of speech. A sentence without a verb is reckoned as incorrect. English grammar maintains that a sentence must have a verb. Most of the time EFL learners omit verb when it is necessary to use. The omission of any word (here verb) in a sentence, not only changes the structure of the sentence but also gives the wrong message. According to linguistics, the omission of verb is an unacceptable deviation and resultantly called omission error in verb. The example below clearly shows omission error in verb, “There many scholarly lessons in this book.” In this example the learner has omitted helping verb which makes the whole sentence incorrect.

Misordering Errors in Verb:

In every sentence structure, all linguistic unites have got their own places. Putting a word in wrong place spoils the order of the sentence. Misordering errors in verb are those errors where the learner has used verb in wrong place. EFL learners, specifically the beginners, often find the right use of verb challenging. Therefore, they fail to use verb in proper order. Based on findings, the learners used verb in wrong order in their composition. The example taken from learner’s essay, “Imranullah the Holy Quran recites every morning” clearly shows the incorrect verb order in the sentence.

Discussion:

Based on findings, the study discovered that the participants committed lots of errors in the usage of verb in writing. Since, error-free writing is a challenging task for EFL learners; they can and should practice writing and try to focus the weaknesses that are highlighted by their mentors or language teachers. In this respect, EFL teachers also own the responsibility to enable their students to focus their writing skill. In fact, writing skill for foreign language learners often remains difficult, especially for the early beginners and adult language learners. They find it estranged and difficult. As a result, they make a number of grammatical errors, particularly errors in verb. Although, error making for EFL learners is inevitable in writing but if they don’t succeed to overcome error-making in the initial stages, it will not be removed ahead.

The misformation error in verb came up as one of the most common error in the study. It occurred for 477(78%) times. Misformation error in verb with such a large frequency suggests that verb is the only grammatical unite that is mostly used incorrectly by EFL learners in the concern area. The findings also revealed that participant errors showed that they did not give proper attention to the spellings, similarities and dissimilarities of the spelling and they misspell due to homophonousness of verbs. For instance, in the example, “We **haw** a long standing friendship” the learner has misformed the verb “have” which has turned the sentence wrong. Similarly, in another example, “Couldn’t **brake** her habit of late rising” the learner has misformed the verb “break” due to its homophonous nature with the word “brake”. There are some other cases where verbs are misformed due to their spelling resemblance with nouns.

Based on findings, the study found that addition error in verb appeared as second most common error. It occurred 54(08.94%) times in participants’ essays. Though, it is mandatory to use verb in a sentences but it also important to know that the unnecessary use of verb falsify the structure of the sentence. Same here, the EFL learners put unnecessary verbs in a number of cases. It is often the over use of state verb and action verb that make problems in understanding the desired meaning. For instance, the learner in the sentence, “*She belongs from district killa Abdullah*” has used the verb ‘**belong**’ in addition which has technically made the sentence incorrect. Hence, the overuse of unnecessary verbs often becomes a challenge for EFL learners. It is due to lack of grammatical knowledge and writing practice.

In the course of study, the researcher found that omission errors in verb and misordering errors in verb have the least occurrences. Omission errors in verb occurred 72(11.92%) times, while misordering error in verb appeared only once. It was because the participants have known the importance of verb in sentence formation and have also worked on the order of the sentence.

The findings of the study show that the incorrect use of verb in writing is influenced by learners’ mother tongue/first language. It is obvious that Pashtu (EFL learners’ mother tongue) unlike English, has different language structure and grammatical unites. Due to its different nature, the right use of verb for foreign language learners become challenging. The past studies have also proved that the way verb is formed and used in English is hardly done in most learners’ first languages. Therefore, it

becomes hard for EFL learners to produce writing without committing error in the use of verb.

Karim, Fathema and Hakim (2015) in their study found that misformation errors are the most common error type among Bangladeshi EFL learners at International Islamic University, Chittagong. The findings also revealed that the misformation error in verb agreement was committed more than any other error in verb. The main factor of their erroneous writing was mother tongue interference. Karim et al (2015) findings are, to a large extent, similar to the findings of this study, especially the occurrence of misformation error in verb as the major error type and L1 interference in the use of verb.

In this study, the data analysis also highlighted that there are some other characteristics that influence learners writing to commit errors in the use of verb, such as interlingual interference, overgeneralization, lack of grammatical knowledge and the lack writing practice. As a result, not only learners but EFL teachers should also know the major role of these factors in influencing errors in verb made by EFL learners. The current study also focused the improvement of grammatical roles in English and also emphasized designing a concise EFL course and teaching methods. Last but not the least, this study can also be helpful in learning English as a foreign language and can provide appropriate feedback in writing.

Conclusion:

The present study has been conducted to find out the most frequent errors in the use of verb and also highlight the negative influence of learners' first language/mother tongue in error making. In this respect, the researcher classified error into four error types; addition error, misformation error, omission error and misordering error. Based on findings, misformation error appeared as one of the most challenging error, while misordering error as the least occurring error in learners' writing. The study also found numerous factors responsible for errors in verb but mother tongue influence was the major factor that caused errors in EFL learners' writing. Though this study can be helpful for EFL learners but it is a limited attempt to analyze error in verb in learners writing and cannot cover all error types and categories. Therefore, other scholars are suggested to conduct a study in a wider range and population, and take interviews, or tests to collect data and analyze it to get better findings.

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A Comparative Study on English Vocabulary Learning Strategies between Public and Private Colleges of Balochistan:

By

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Abstract:

English enjoys the prestige of being the official language of Pakistan. Pakistanis, belonging to multilingual Pakistani society, learn English as a foreign language. Learning a language as a foreign language comes with several obstacles and challenges; out of which vocabulary building in long term memory is regarded as a significant issue. This study aims to conduct a comparative study on different vocabulary learning strategies between the students of public and private colleges of Balochistan. The study administered adapted questionnaire to 240 students who belonged to public and private colleges. SPSS was used to analyse the collected data through descriptive analysis. The findings of the study revealed that the students who belonged to private colleges were more active in learning and retaining new words of English as compared to those of public colleges. On one side, the findings revealed a comparison of vocabulary learning strategies among students of public and private colleges; on the other side, the findings exposed the huge difference between education standards of both sectors. The results signify that enhancement of education standard and introduction of updated vocabulary learning strategies of English language have a direct nexus with students' retention of new words.

Keywords: Vocabulary Learning Strategies, Public, Private, College, Quetta, Balochistan etc.

Introduction:

English, as the universal language, assumes an undeniably significant role in everyday life, with the expanding communication of economy and culture between countries, the significance of English is perceived more throughout the world. Therefore, English is taught almost in every part of the world in order to make the easiest way of communication between people.

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Vocabulary is the rudimentary element essential for understanding a language. Therefore, obtaining wide vocabulary is perhaps the biggest difficulties in learning a second language. At the point when human beings become familiar with a language, they have to master four abilities that are listening, reading speaking and writing. In the meantime, vocabulary knowledge is fundamental to them, since lack of vocabulary knowledge influences all the four language learning abilities. Therefore, one can't comprehend a sentence without realizing what the majority of the words mean, the coherence of single word interface with the other word in order to make a proper sentence.

Similarly, American Heritage Dictionary characterizes vocabulary as "the summation of words utilized by, understood by, or at the charge of a specific individual or group". More than a century back, vocabulary tests became popular in schools. Vocabulary size was observed to be a dependable indicator of mental age, and vocabulary improvement was viewed as "one of the best single measures of knowledge" (Langer, 1967, p. 157).

Moreover, Vocabulary has been perceived as crucial to language use in which deficient vocabulary knowledge of the students lead troubles in second language learning. People would not object to the statement that rich vocabulary will keep students' position advanced in the classroom. They will better understand what is in their textbook and what is teacher teaching them, their learning capacity will be highly proficient. Of course, people with similar vocabulary sizes may differ in their understanding and knowledge, but the size of a person's vocabulary is still often found to be a good predictor of general competence (Duncan et al., 2007; Kaplan & Saccuzzo, 2013).

Vocabulary learning strategies (VLS) Ellis (1985) characterizes vocabulary learning strategies as how the learners accumulate new words second language learning 12 rules and how they accumulate existing ones. Rubin (1987: 20) categorized the vocabulary learning strategies (VLC) in to three main categories based on the knowledge about language learning strategies which are learning strategies, social strategies and communicating strategies. Learning strategies can directly contribute to learning language where as social strategies and communicating strategies can only contribute indirectly for language learning strategies.

As it is a comparative study between public and private colleges of Quetta, so the researcher adapted a questionnaire which contained 28 items in it having useful strategies which the students use for vocabulary learning strategies (VLC).

Importance of the Study:

“Vocabulary is an essential building block of language and as such it makes sense to be able to measure learners’ knowledge of it” (Schmitt, Schmitt & Clapham, 2001, p.55).

Therefore, for acquiring a second language or foreign language effectively, it is the word bank that helps and looks after all the four skills for learning a language. Thus, the significance of vocabulary acquiring is having a great consideration in research and second language teaching method.

Numerous students, mastering the meaning of a word intends to master the definition of the word in dictionaries. Schmitt (2000: 23) says that word meaning comprises of the connection of the word and its referent, and the latter means the person, thing, action and situation. The meaning of a word in dictionaries is one of the essential importance components. However, a word has different meanings in different contexts. The words people use in their daily life popularly mean the denotation of a word meaning from the main meaning in various contexts. It is the connection between the substance, sender, and receiver, circumstance and reason (Carthy 1990: 61). For example, the basic meaning of the word PET in the dictionaries is “a domesticated animal kept for companionship or amusement”. However, when in casual circumstance it is used to address the individual, you like or love.

As English is one of the dominant languages worldwide and is known as lingua franca, it has great importance in the field of education in our country Pakistan as well. After the national language Urdu, English is considered as the official language of Pakistan. English is viewed as the basic part for learning since all the medium of guidance depends on English language. Similarly, Quetta being the capital city of Balochistan is obviously superior to the other urban communities of the region as a whole in education, especially in the field of learning English. Therefore, to meet the challenges of the world and to compete at international level English language is very essential to be learned in this present era. To obtain the main purpose, numerous public and private organizations have been built up and endeavored to accomplish this objective of learning English. Thus, for learning English, the vocabulary building is significant. As vocabulary building is the initial step for learning any foreign or second language. In this manner both the sectors public and private are utilizing various strategies for vocabulary building.

Also, this study will recommend the most ideal, preferable and suitable strategies for the students of Quetta which will help the teachers to encourage their students for gaining awareness of various subcategories of vocabulary learning strategies, in order to upgrade their vocabulary learning successfully. This study will help future researcher as well. This study is a comparative

study between public and private sectors of Quetta. Thus, it will be helpful for the learners in understanding the flaws of the public institutes, As compared to public institutes, private institutes are far better because private institutes run on the basis of profit, which is incentive to the management for more efficient usage of the resources in order to generate maximum utility. Despite knowing the fact that private institutes will charge a huge amount of fees, mostly people choose it in search of quality education. But this is not in the excess of the majority of the people, just because of lack of oversight, shortage of funds and corruption the higher authorities appoint their favorites and their quality education begin to collapse. The institutes need to ensure proper check and balance measures on the managements so that appointment of highly qualified and transparent people is assured, and to make sure the growth of the institutes and flourishing both the sectors so that learners from both public and private institutes can compete at higher level. This study will not only be sufficient for the private sector but it will be helpful for the public institutes, as public institutes are less considered by the learners because they lack quality education.

Research Objectives:

The research objectives of the present studies are as follows:

To explore difference in the vocabulary learning strategies employed by the students of public and private colleges of Quetta

To explore useful vocabulary learning strategies employed by the students of public and private colleges of Quetta

Method:

The present study adopted quantitative research design. The researcher used Statistical Package for Social Sciences (SPSS) version 24 for Windows as a statistical tool for the current study. The aim behind adopting quantitative research design for this study was collection of factual and exact information through data collection and data analysis. The results obtained from quantitative analysis of questionnaires (data collection instrument) were used to address the research objectives of the present study.

Instrument:

Participants:

Total participants of the present study were 300 college students. Out of which 150 students belonged to public colleges of Quetta and 150 belonged to private colleges of Quetta. All the participants of the study were female college students belonging to both public and private colleges of Quetta. Cluster random sampling method was used for the selection of participants of the present study. Cluster random sampling, according to Johnson and Christensen (2008), is “a form of sampling in which clusters (a collective type of unit that includes multiple elements, such as schools, churches, classrooms, universities,

households, and city blocks) rather than single unit elements (such as individual students, teachers, counsellors, administrators, and parents) are randomly selected” (p. 235). The researcher randomly selected students from colleges of both sectors as the participants of this study.

Procedure of Data Collection:

Data for the present study were collected by the researcher herself. She went to colleges to collect data. Prior to data collection, written permission of the heads from concerned colleges was taken. The researcher distributed questionnaires to the students inside the classrooms. Questionnaire items were read out aloud by the researcher to make every statement clear to the students. The researcher remained present in the classrooms while the students were filling in their responses. The objective behind remaining present in the classrooms was to answer any confusion that arose in the mind of any of the participants. Students were assured of their anonymity and no personal information was asked in the questionnaires. They were asked to participate voluntarily. The researcher completed the process of data collection from 300 participants in a time span of two weeks.

Findings of the Study:

SPSS was used to perform descriptive analysis on the collected data in order to answer both research objectives of the present study. In the following paragraphs, results of cognitive and meta cognitive learning strategies from all four categories, which are cognitive, learning strategies, metacognitive learning strategies, communicative learning strategies and social learning strategies are discussed

Discussion:

To explore difference in vocabulary learning strategies the researcher examined two main colleges of Quetta, one from private sector and the other from public sector. There was a huge gap between the students of both the colleges the students from private college were much more competent than those of the public college.

According to the findings of the data the students from public college they rarely use English dictionary for knowing the meaning of a word and prefer using a bilingual dictionary which helps them knowing the meaning of the word from English to Urdu as the students from the public colleges are used to get things translated for them in order to understand it well. the students from public college do not contemplate on knowing the pronunciation of the word because they mostly carry a hand dictionary with them and that doesn't help the students in getting the proper pronunciation, because they find it difficult to decode the phonetic signs given in the hand dictionary in order to pronounce the word. The researcher also observed that the students from the public college only go for the meaning of that specific word they do not go before

knowing the synonym and antonym of the words and most of the students from public college don't bother about knowing the usage of the particular word in a sentence what they aim to know is only the meaning of the word. Living in this modern era of technology, most of the college students own personal android phones. If they do not own their personal phones, they can use their parent's phones for using an electronic dictionary, which is far better and easy for getting the meanings and pronunciations. Just by clicking at the audio sign students can easily learn the pronunciations of the words, whereas, the students from public colleges does not use this facility.

The students of the public college are taught in a very accustomed and limited manner, they are not habitual of getting in to the depth of learning. Students very rarely get to know the meanings of the words through grammatical or collocation pattern. According to the study they even don't go for knowing the meaning through parts of speech very few of the public college students go through the prefix root and suffix for guessing the meaning of the word. The findings of the data collected also showed that the students from public colleges use to ask their teacher for the meanings of the words they find difficult to understand and even they repeat the word loudly to remember it. Sometimes when they feel it difficult, they skip the word. Students from public college use the translation method for learning a new vocabulary, they note down the word and write its meaning In Urdu translation so that they could remember it.

One more thing was observed by the researcher, learning process of the students of public College was very much limited, they only try to learn things which were concerned for their examinations, they do not even try to go beyond that specific boundary, and it showed the limited excess of learning form the students of public college.

As far as the students of private colleges are concerned they are way more active in learning vocabulary , because they have been provided with an atmosphere especially at college level and are emphasised and motivated to speak only in English .thus, the findings of the data collected from the private college students are that the students from private college focus more on using an English to English dictionary for knowing the meaning of the word and they don't go for using a bilingual dictionary .students from private college are eager to know not only the meaning but also they go for the synonym and antonym of the word ,it shows that the students go for deep learning because they are curious to learn more and more words for a single word and also they search for the proper usage of those words in different sentences .this way they build up a good amount of vocabulary which is a very useful strategy for learning vocabulary .it's also observed that the students of private college use

electronic dictionaries which guide them in the easiest way and helps them getting the correct pronunciation of the word .

The students of private college are keen learners who are always in search of new learning methods they use electronic dictionaries for looking at the grammatical and collocating patterns of the word and they learn the meaning of the word by guessing the suffixes and prefixes attached to the words, this strategy of guessing the meaning of the word is also one of the fine and easy strategy used by the students.

The students of private college often discuss the words meaning with their classmate and even ask the meaning from the native speakers they create an image of the word in their mind for remembering it, even they break the word into pieces for getting its accurate meaning .the students from private colleges make use of their knowledge by guessing the meaning from the given topic but they never skip any difficult word they come across .the students from private college note down the meanings only , they do not go for translations as they try to learn alternative words out of the word for enhancing their vocabulary .

This research study showed that the students of private college are way more capable of learning new vocabulary, because they try to upgrade their vocabulary by studying beyond the limits of examination. They try to acquire more and more of vocabulary so, that they could not only be successful in the exams but also be enough qualified for competing at higher levels

After going through the process of data collection the researcher observed, that the useful vocabulary learning strategies employed by the students of public college was writing a word, repeatedly which helped them learning a new vocabulary. The students feel much comfort in this process, they feel hesitation in speaking they are more into writing and then learning and they considered useful for them. students of public college were found to make a mental image of a word for remembering it as the advanced form of dictionaries are in the excess of most of the students no matter which sector they are studying in, these latest technologies have made things easy for the students so that they could learn it rapidly. This process was found useful for both the students of public and private college.

One of the useful strategy used by the students of private college was to make use of that specific vocabulary in their daily conversation, as the students of private college are more confident and they have been provided an atmosphere where they can speak to each other and this process is considered helpful form them for learning .the students of private college prefer reading and reading it loud to themselves and they add it in their daily routine by using the vocabulary .the students of private college also make a mental image of a word for learning it, as they use advanced dictionaries like Mnemonic dictionary which is very helpful it carry stories with the word students search

for and that makes it interesting for the learners to grasp a new word by remembering the story or image given for the word

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Cognitive strategies	Equal variances assumed	.087	.768	3.189	298	.002
	Equal variances not assumed			3.188	297.147	.002
Metacognitive strategies	Equal variances assumed	7.006	.009	1.393	298	.165
	Equal variances not assumed			1.398	291.830	.163
Communication strategies	Equal variances assumed	1.020	.313	6.248	298	.000
	Equal variances not assumed			6.255	297.909	.000
Social strategies	Equal variances assumed	.016	.899	3.857	298	.000
	Equal variances not assumed			3.864	297.483	.000

Conclusions:

In the course of past two decades, many researchers have brought up the significance of vocabulary learning strategy as key to upgrade for learning foreign or second language (Nemati, 2013; Yang, 2007). According to the findings of the study the questions form cognitive learning strategies and metacognitive learning strategies were mostly used by the students of public and private college students, like use of bilingual dictionary, guessing the meaning of the word, asking meaning from teacher, using parts of speech in guessing the meaning, repeating the word, writing for its meaning using a new word into their daily conversation are mostly practiced vocabulary learning strategies. These findings somehow support the findings by Fan (2003); Gu, (2003); Gu and Johnson, (1996); Nassaji, (2003); Khaldieh, (2000). these findings portray that the vocabulary learning strategies applied by the public and private colleges of Quetta were somehow similar in application but differences were in the mean score where the order of the strategies were different.

Limitations of this Study:

Limitations of the study were that the researcher being a female chooses only the female students from both public and private colleges.

Implications:

The research can help the students to build their vocabulary learning strategies, the outcomes of the study can be purposely applied to help the students in learning English vocabulary in both the sector public and private. In the case of some weak students the encouragement of the teacher would play a vital role. Teachers can assign them different new tasks in order to plunge them in learning English vocabulary. Furthermore, it is suggested that due to limited sources the researcher choose colleges within the capital of Balochistan, further researchers should concentrate to choose students from all over public and private colleges of Pakistan. In order to generate significant results of vocabulary learning strategies, interviews should be included for data collecting process because a questionnaire may not include all the VIS.

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Functions of Code-Switching in EFL Classroom in Multilingual Context of Quetta, Baluchistan:

By

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Abstract:

This study aimed at investigating the functions of Code-Switching in EFL classroom in multilingual context of Quetta Baluchistan. The switching in classroom was mainly from English to Urdu and vice-versa. Simple Sequential Mixed Method was used for data collection employing translanguaging as theoretical framework. Two hundred and seventy four EFL learners of undergraduate studies of various disciplines from different public universities and colleges participated in the process of study for data collection. Data was collected in two phases; first through quantitative method using questionnaires, then through qualitative method, using semi-structure interviews from twelve participants of same population. The findings indicated that, Code-Switching plays several functions in English language learning classroom.

Keywords: Code-Switching, Translanguaging, Multi-lingual, EFL Classroom, L2.

Introduction:

Among human beings the best source of interaction and communication is language. Through means of language individuals can express their thoughts, knowledge, ideas and feelings (Oktaviani, 2019). Across the world, more than seven thousands languages are spoken (Harwath, Torralba et al. 2017). In most of countries of the world, more than two languages are spoken for interaction among individuals. This phenomenon is known as multilingualism (Clyne, 2017). Pakistan is also a

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multilingual country, where more than sixty seven languages are spoken (Rahman, 2003). Major languages spoken in Pakistan are Urdu, Punjabi, Sindhi, Balochi, Pashto, Brahuvi. Urdu is national language of the country and also used as a lingua-franca (language of interaction) among people of the country.

Code-switching is a common practice in multilingual society (Al-Qaysi, 2016). Code switching refers to the combination of two or more languages in a single discussion. It is commonly observed in oral communication in multilingual societies worldwide (Pratapa, Bhat et al. 2018). Similarly, according to Gumperz (1982), “Code-Switching is the juxtaposition within the same speech exchange of passages of speech belonging to two different grammatical systems or sub systems” (p. 59) Moreover, code-switching is the ability of bilingual individuals to switch back and forth between two languages in their conversation (Gulzar, 2010).

In multilingual context of Pakistan, Code-Switching is not only practiced in social context but also in academic context. In social context, majority of the people switch from their mother tongue and vise-versa (Mushtaq & Rabbani, 2016). On other the educational policies of the country are highly bilingual, therefore in academic context of Pakistan Code-Switching mostly takes place from English to Urdu and some time to local languages in English language learning classroom (Malik, 2014).

In this study, the importance of code-switching is discussed in EFL classrooms in Quetta Baluchistan. Baluchistan is a multilingual province of Pakistan where, the teachers and students are from different linguistic backgrounds. Like in other educational institutors of the country, also in educational institutions of Quetta Baluchistan English is learned as a foreign language. This is because of the growing need and historical importance of English language. Furthermore, English is official language of the country according to the constitution of Pakistan (Rasool & Winke, 2019). According to Rauf (2018), in multilingual context of Pakistan, the teachers do code-switching in English classrooms because English is not only made as medium of instruction but also taught as compulsory subject even at primary level.

Research Objectives:

The objective of present research is to investigate functions of Code-Switching in EFL classroom in public universities and colleges of Quetta, Pakistan. Quetta is the capital of Balochistan where people living are from

different linguistics background. Especially in academic institutions in such a multilingual context code-switching is unavoidable practice. Therefore, it was necessary to investigate the roles of Code-Switching in EFL classroom.

Research Questions:

What are the functions of Code-Switching in English Language Learning classroom?

How does Code-Switching facilitate language learning process?

Literature Review:

A study was conducted by Park (2013) about the potential utilities of Code-switching and translanguaging in multilingual classrooms. According to him, in the past, code-switching practice was not welcomed in traditional classrooms of Second language (L2), as people considered the alternate switching between languages due to incompetence in language in which the communication or conversation was initiated. He further argued that, code-switching is now employed by language instructors and curriculum developers to facilitate the practice of language learning for speakers of multilingual context. Furthermore, he added that translanguaging is a comparatively modern term used in line with code-switching. However, he concluded that, it has not yet been determined that to what extent translanguaging and Code switching practices in classroom facilitate the language learning process of multilingual speakers (Park, 2013).

Another study was conducted in Indonesia by Cahyani, de Courcy et al. (2018) to check the sociocultural and academic purposes of Code-Switching by teachers in tertiary bilingual classrooms in Indonesia. In these classrooms, the language of instruction was English whereas, learners were allowed to switch to Indonesian languages. The participants were three teachers from different classrooms who were fluent in both languages (native language and English). The data revealed that, the teachers practiced Code-switching for four purposes; classroom management, knowledge building, interpersonal interaction and effective meaning. It was concluded that the frequent function of Code-switching in bilingual classrooms acted as translanguaging that is the integrated use of two languages for obtaining better communication and cognitively involving learners in language learning. They suggested that code-switching /translanguaging should be seen as a positive strategy for effective communication.

In the context of Pakistani EFL classrooms, a study was conducted by Fareed, Humayun and Akhtar (2016). The purpose of this study was investigating the views of English languages learners toward the practice of shifting between languages by teachers in classroom. The participants of the study were selected from private and educational institutions. The opinion of the participants revealed that Code-Switching facilitates their content of learning. However, some learners indicated that the frequent practice of Code-Switching may cause hindrance in their way of learning English. Therefore, they stated that the attitudes of learners vary toward code-switching.

Similar research was taken in the multilingual context of Pakistan Bahawalpur by Gulzar (2017) in five different schools that conduct GSCE (General Certificate of Secondary Education) classes. The purpose of the study was to know the functions, reasons, pattern and opinion about Code-switching practice in EFL classroom. Gulzar (2017) also stated that “code-switching can be taken as an extra aid to be applied in ESL classroom to achieve a certain enhancement in learning”. (p,148). The result findings revealed though code-switching facilitate the learners yet to some extent its frequent use obstructs communicative ability of the learners.

To study the significance of code-switching, a study was conducted by Obaidullah (2016) in different universes of Bangladesh. The aim of this study was investigate Code-switching practice by learners and teachers from different perspective. Both the teachers and learners mentioned several utilities of Code-Switching in multilingual EFL classroom. They illustrated that; Code-switching is practiced to understand the lecture, difficult concept and grammatical points. They also mentioned that Code-Switching is used to bridge the relationship between teachers and students. Both teachers and learners had positive opinions about the use of codeswitching in classroom. However, they stated that code-switching has both pros and cons. The learners must not use it continuously in language learning classroom because it may affect their language learning process. Similarly, teachers must avoid frequent use of code-switching, because it reflects their incompetency in English language.

The overall studies indicate that, fluctuating between languages is a common phenomenon in multilingual societies. In the field of education, especially in language learning classrooms, it is unavoidable strategy due to its significance. It performs several functions in language learning classrooms both for teachers and learners. For instance, it helps to comprehend the lesson, difficult concepts and terminologies and also

builds intimacy between students as well as between teachers and learners. However, the modern researchers argue that a relatively new term in line with code-switching is translanguaging. Historically, code-switching started from social context and reached bilingual or multilingual classrooms, whereas, translanguaging started from bilingual classroom and reached outside classroom.

Theoretical Framework:

In present study Translanguaging theoretical framework is used. Translanguaging is a theoretical lens of pedagogy which was first used in English language learning classroom of Welsh where the language choice was reversed by teachers and their students. The teachers tried to teach in Welsh and their learners responded in English. It was found as a useful strategy to facilitate teacher and learners to improve their understanding of the language and to solve their language problems (Vogel and García 2017).

When multilingual speakers use their languages as a combined communication system, this practice is known as Translanguaging (Wei, 2018). According to Liu & Fang (2020) “translanguaging is a practical theory of language, particularly for English language classroom contexts where multilingual language learners use ‘dynamic and creative linguistic practices that involve flexible use of named languages and language varieties as well as other semiotic resources’ in their linguistic performance. (p. 3). Code-switching in classroom is also the alternate use of more than one language in a single conversation whether by teachers or learners (Lin, 2008).

Translanguaging is the integrated use of languages in classroom by teachers or students for the purpose of understanding the complex content and text and for facilitating mental process of learning. It is considered the newer version shifting between languages (Vogel & García 2017)

Similarly, translanguaging as a strategic use of code-switching relating mental engagement in a multilingual context in integrated form where the teachers and learners use more than one language for classroom input and output. It focuses more on functions and learning process of language than its outcome (Cahyani, de Courcy et al., 2018). Discussing the advantages of translanguaging Cahyani, de Courcy et al. (2018) indicated following functions of classroom translanguaging : deep understanding of the lesson , facilitating in language learning process, helping in second language learning development, both translanguaging

and code-switching have been considered as positive occurrences in the bilingual context to improve communication as well as to achieve pedagogic objectives of language learning classroom.

Thus as the focus of my study is Code-Switching practice in EFL classroom in multilingual context, translanguaging is also a theory of language use in English language learning classroom having bi/multilingual context.

Research Methodology:

In this study Sequential Mix Method Design was followed. According to Creswell (1999),

“A mixed method study is one in which the researchers incorporate both qualitative and quantitative methods of data collection and analysis in single study” (p. 455).

Data was collected sequentially in two phases; first through quantitative method using questionnaires. In this phase questionnaires were distributed among the undergraduate EFL learners of different degree colleges (both male and female) and among students of different universities. In first phase, the respondents were asked to fill the questionnaire consisting close ended questions. In qualitative phase, semi-structured interviews were conducted with willing participants from the same population.

Research Participants:

In the present study 247 participants took participation for data collection. They were undergraduate students enrolled in BS program in different disciplines in government colleges and universities (both girls and boys) of Quetta Baluchistan. Participants were taken for data collection both from colleges and universities because undergraduate (BS) program is currently started at colleges level, in different degree colleges of Quetta, the capital of Baluchistan. I selected only those colleges in which the B.S program was fully functionalized.

Data Collection Process and Instruments:

Before collection of the data, the nature of the research was explained to all the respondents.

In order to facilitate the participants the instructions were given both languages; English and Urdu. Then questionnaires consisting thirty two

items, were distributed among the respondents and they were given proper time to fill the questionnaire carefully with honest answers. Furthermore, from the same population who filled questionnaires twelve participants were interviewed.

Data Analysis:

Data of the present study was analyzed through descriptive statistics and thematic analysis.

According to Marshal and Jonker (2010), “These methods are numerical procedures or graphical techniques e.g. bar charts, histograms, frequency polygons and pie charts, used to organize, present and describe the characteristics of a sample”. According to Braun and Clarke (2006) thematic statistics analysis is an approach of data analyses that identify the data, analyze it and report themes within the data. In this process, first all the interviews were transcribed. After the transcription, the data was coded and main themes and ideas were extracted and major themes were analyzed.

Findings:

Reliability Analysis of the Questionnaire:

Before analyzing and answering research question, it is necessary to present the result that shows the reliability and validity of the questionnaires. For measuring the reliability of the questionnaires, Cronbach’s alpha of the questionnaire consisting thirty two items was checked as shown in the table below, which is (.854). Hinton et al.,(2004) describes the reliability statistics of Cronbach’s as;(0.90) and above indicates excellent reliability,(0.70) to (0.90) is high reliability, (0.50) to (0.70) shows moderate reliability while (0.50) and below is considered low reliability. According to the above mentioned description about Cronbach’s Alpha value, my questionnaire is found reliable.

Table 4.1 Reliability the Questionnaire

Number of Items	Cronbach's Alpha
32	.854

Mean Value and Standard Deviation of Scales:

The main objective of the current study was investigating the functions of code-switching in classroom in multilingual context of Quetta Baluchistan. To know the views of learners, data was collected first through questionnaire consisting thirty items. After collection data was entered in

SPSS (version 25.) and coded into four scales. To know the findings of quantitative data, descriptive statistics measurement was applied extracting mean value and standard deviation. The Mean values and SDs of all the four scales were (4.99), (4.87), (5.04) and (4.36) respectively. Table 4.2 shows all means and std. Deviations.

Table 4.2 Mean value and Standard Deviation of Scales

Scales	Mean	Std. Deviation
Code-Switching for Understanding the Lessons	4.99 .887	
Code-Switching for Communicative Purposes	4.87 .929	
Code-Switching for Classes	5.04	.957 Concentration in
Suggestions of Learners about Code-Switching	4.36	.991

Analyses of Qualitative Data:

For qualitative phase, data was analyzed using thematic analysis. In this process all the interviews were coded and transcribed. After transcription the following major themes were extracted which are being analyzed:

Code-Switching Helps in Understanding the Lessons:

The responses of the participants showed that, the key function of code-switching in classroom is to understand the lessons. They stated that, code-switching helps us to understand grammatical points, difficult concepts and vocabulary. They believed that if the teacher does not explain difficult concepts and vocabulary in Urdu, they have to consult Google Browser or dictionary, which is a very difficult and time consuming task.

Code-Switching Helps to Maintain Communication:

Another main function mentioned by the participants was that, it helps them to maintain the flow of communication. They stated that, if they find themselves stuck in conversation with their teachers and peers while the language of speaking is only English, they switch to Urdu or regional language. In this way them, they maintain communication. Another communicative function mentioned by the learners was that, whenever, they do not understand any concept, they ask the teacher to explain the concept in Urdu for them.

Code-Switching Concentrates and Motivates Learners:

Moreover, the interviewees stated that, code-switching in classroom also a source of motivation for them. They take interest in classroom activities while practicing code-switching.

This is because, when any task is given to them, the teacher explains it in Urdu for the learners. The learners understand the situation of the task and therefore they are more concentrated in class. They believed that, if the task was not explained for them in Urdu, they would unable to understand it. Therefore, they would to be concentrated and motivated in class.

Suggestions of Learners about use of Code-Switching:

During investigating the utilities of Code-Switching in English as Foreign Language learning classroom, the participants were also asked about continuing the practice of Code Switching by teachers. In this regard they responded that, code-switching should be practiced according to the requirement of class like for explaining the lecture, grammatical points, difficult concepts and vocabulary and for maintaining communication. However, the use of code switching should be minimized because classroom will lose its true sense that is language learning.

The Discussion of Findings:

The discussion sections answers the research questions, which are, 1. “What are the functions of Code-switching in EFL classroom? 2. “How does it facilitate language learning process?” The findings of both the qualitative and quantitative data revealed that code-switching is very significant in EFL classroom in multilingual context of Quetta Baluchistan. The learners reflected through their responses that they practice code-switching in classroom for several purposes. The major functions of code-switching include; Code-switching understanding the lessons, Switching of code for communicative purposes, and code-switching for concentration in classroom.

Codes-Switching for Understanding the Lessons:

The findings of both qualitative and quantitative data revealed that most of the learners and teachers practice Code-switching for understanding the lessons. Among the participants who favored code-switching for understanding the lessons, the mean of their responses remained (4.99). This indicates that the participants found a useful practice for understanding the lessons. Understanding the lessons include, understanding grammatical points, explaining difficult concept or vocabulary. The learners also expressed the same functions in their interviews. They stated that they will unable to understand the meaning of difficult words and grammatical points of the target language if the teachers do not explain for then in their first language. For instance students 4 expressed that,

Student: 4. *“There are several reasons/ functions of code-switching but the main reason is that when students are unable to understand the lecture, they switch to Urdu or local language. Therefore code-switching helps in understanding the lecture better.”*

Almost all the twelve participants expressed similar views about the functions of switching between local or native language and language of learning.

Code-Switching for Communicative Purposes:

The respondents who opted that they use code-switching for communicative purposes, the mean of their responses was (4.87). They were found favoring the practice of code-switching for maintaining

communication in class, for expressing their thoughts and ideas in classroom, and asking questions from the teachers to make their concept be cleared. Similar, significance was expressed by the participants in interviews. For Example, the participant 6 also expressed similar views;

Students: 6. *“So, sometimes it is very difficult to convey our message may be due to lack of practice. That things are not coming in our mind what we are going to speak in English. So in order to maintain the conversation we switch between one language to another”.*

Code-Switching for Concentration in Class:

The mean value of the responses of the scale about code-switching for concentration in class was (5.04). It means majority of the participants responded that code-switching helps them to concentrate in the class. They were found agreed that code-switching functions to encourage them while talking to teachers and classmates. They expressed that, English is not there first language and while communicating only English in classroom with teachers, they lose confidence. They feel shy while speaking in broken English. Furthermore, the students are more motivated and concentrated in class when code-switching is practiced there. This is because; Code-switching makes everything clear for them. If only English was practiced, the learners would unable to understand the lessons and they would have felt bored. As stated by the participants:

Student 5: *“I feel more motivated, concentrated and attentive in class when there is code switching. This is because I understand the lecture. If sometimes I don’t understand anything, I confidently ask the teacher as well as my classmates”.*

Code-Switching as a Facilitator in Language Learning Process:

Almost all the participants expressed that Code-switching facilitates them while learning English language. They believed that, they learn English as a foreign language and they would unable to be competent in English without the help of Code-Switching practice. As the student 5 expressed that,

Student 5: *“it contributes for the reason that it is not our first language nor or native language rather it is a foreign language. So code-switching increase our knowledge and it does not hamper language learning process.”*

However, they also stated that it should be used only for understanding purposes and should not be practiced excessively. This is

because, if Code-Switching is used frequently, it may weakens our language fluency. For example, the student 6 expressed that,

Student 6: *“It can weaken our language fluency of English if we constantly practice it. It can strengthen as well our language process because we will able to communicate if sometime we are unable to understand something only in English”*

Thus, the above mentioned facts not only indicate the functions of Code-Switching practice in language learning classroom in multilingual context but also, show that how Code-Switching facilitates language learning process.

Suggestions of Learners about Code-Switching:

When the participants were asked to rank whether they suggest their teachers to practice code-switching in EFL classroom or to what extent Code-switching should be practiced in language learning classroom, most participants were found suggesting their teachers to use code switching in classroom. This is shown through mean value mentioned in Table 2 which is (4.36). Similarly, while collecting qualitative data, almost all the respondents were found favoring the use of code-switching in language learning classroom due to its significant role in multilingual classroom. They suggested that Code-switching should be used to minimum extent and practiced only according to need of classroom. For example, the participants responded that,

Student: 4. *“I would prefer the teacher to use both languages during giving the lecture so that the students who are weak in English can better understand the lecture.”*

Student: 5. *“Yeah, difficult concepts should be explained in both languages. The normal conversation should be only in English.”*

Thus, the findings of both qualitative and quantitative data revealed that code-switching like translanguaging is now used in English language learning classrooms especially in multilingual context for pedagogic purposes. As the focus of this study was EFL classroom of Quetta Baluchistan where the education system is highly bilingual and the context of learners is multilingual, code-switching was found playing several functions including understanding the lecture, maintaining communication, motivating and concentrating learners in class. They concluded, that code-switching facilitates language learning process but still its use should be minimized. It should be practiced both by teachers and learners according to the requirement of classroom.

Conclusion:

The findings of the study indicate that Code-Switching is a useful strategy, practiced in language learning classroom in educational institutions of Quetta Baluchistan. It shows that, code-switching facilitates language learning process in multilingual classroom where learners are from different linguistics background. The findings also reveal that, English is learned as foreign language and learners are not fluent enough in English language. Therefore, code-switching in such situation is unavoidable. It helps them to understand the lecture which includes grammar rules, difficult terminologies and concepts.

The findings also indicate that, Code-Switching like translanguaging is not only used for content of language learning but also for communicative purposes like maintaining communication and showing intimacy with teachers and peers. The findings concluded that, translanguaging is new term in field of Code-Switching.

Limitation of the Study:

The study was limited to functions of Code-Switching in EFL classroom of Quetta Baluchistan. The present study was conducted only in three public universities and in six degree colleges of Quetta Baluchistan. Only students were investigated about the functions codeswitching and teachers were not included in the process of investigation. The participants of the present study were undergraduate EFL learners including both males and females. The study might had different result if it was conducted on broad level, like including more participants both teachers and learners, and investigating the functions of Code-Switching outside classroom.

Suggestions:

The present study gives some valuable suggestions to future researchers in relation with the practice of Code-Switching in language learning classroom:

As the focus of present study only functions of Code-Switching in English language learning class, the future researchers can take in depth study about the advantages disadvantages of Code-Switching in EFL classroom. In the present study only undergraduate learners were investigated, while the future research can be taken at broader level.

The present study, investigated learners only from Quetta Baluchistan, however, the future research can be taken on province level or even on country level and more participants can be taken for data collection.

The participants of the present study were EFL learners only, while in future only teachers or both teachers and learners can be investigated for data collection.

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Causes of Language Movements in Balochistan:

By

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Abstract:

This study investigates the causes of language movements in Balochistan and the impact of these movements on political and social aspects of the society of this province of Pakistan regarding language speaking in modern era. Balochistan is the largest province of Pakistan in terms of area but, at the same time, least populated and least developed province of the country. The study administered questionnaires to 130 university students who belonged to different universities of Quetta. The questionnaire was designed by the researchers of the present study. Data was analysed by performing descriptive statistics in the SPSS. The findings revealed that native languages of Balochistan depict the soul of Baloch culture. Findings also revealed that these language movements have left an impact on other regional language movements in the country as well. The findings of this study have implications on the language movements of other provinces for the preservation of regional languages of those areas.

Keywords: Language movements, Balochistan, Pakistan, Pakistani society

Introduction:

Language is utilised as an image of character and a symbol of identity. It speaks a lot about a person's legacy and character. Language has always been believed to be the sole symbol of one's identity. Indeed, even before the country state made territoriality a premise of "national" identity, homo-sapiens perceived family or lineage (class or biradari) and language as conceivable bases of personality and identity; colonisation era in the world history is an epitome of the fact (Shakib, 2011). Modernisation made language a considerably more grounded image of character than

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genealogy (Andreevna, 2016). As movements for the preservation of minor (or weaker) languages in Europe tell us, if a child is told that his/her language is inferior, the message being conveyed is that he/she is inferior. In short, one is giving a negative image to a child by telling him or her that the 'cultural capital' they possess is not capital at all but a stigma. This makes the child reject an aspect of his/her legacy, history, culture and identity (Kidd & Teagle, 2012). In Pakistan, for example, ethnic gatherings characterise their personality and identity in terms of their dialect or language (Sindhi, Siraiki, Pashto, Balochi etc) (Majeed, 2010). In a nutshell, language through all these years has served to bind together a class, a "country" and an ethnic group as one of the symbols, which makes and sustains a gatherings' character and identity is their language.

Lingual Dynamics in Pakistan:

Demand for the protection and promotion of languages and cultures of different ethnic groups against the domination of Urdu and neglect of regional cultural heritage is a permanent feature in the struggle of different ethnic groups for their identity assertion (Sheikh, 2018). Article 28 of the Constitution of Pakistan ensures preservation of language, script and culture; whereas, the reality is contrary to it. Language and cultural identity serve as instruments to forging group cohesion and legitimating group demands (Ali & Rahman, 2013). In Pakistan Urdu is given the status of the national language of the country and English enjoys the prestige of being the official language of the State. Other regional languages spoken in different provinces of Pakistan are: Punjabi, Balochi, Pashto, Sindhi and Seraiki (Zeb, 2019).

After the successful partition and secession of Bangladesh in 1971, onset of language movements in Balochistan against the State hold a special context in the history of language movements in Pakistan generally and language movements in Balochistan particularly. In Balochistan, these movements were termed as the Nationalist movements by the Pashtun and Balochi people; both of these ethnic groups comprise the major population of Balochistan. In Pakistan, regional languages are not given much importance; the reason behind it is promotion of Urdu as the national language of the country (Tabassum and Bhatti, 2020; Ahmed and Khan, 2017).

The ideal of pakhtunwali privileges autonomy, egalitarianism, and chivalry (Ahmed, 1976, p.56) one who lives up to this ideal is said to possess or do Pashto, and not merely speak the language of that name (Barth, 1969b, p.119). Keeping in view the above observations, it is clear

that for Pashtun people, their language is more than just a language or dialect, and just because of their strong beliefs regarding their language and ethnicity, they were able to get a recognized status for Pashto as the official language in NWFP (present time Khyber Pakhtunkhwa) and as national language in Baluchistan. According to the 1998 census, major languages spoken in Pakistan are shown in the following table.

Language	Speakers (%)
Punjabi	44.15 ^a
Pashto	15.42
Sindhi	14.10
Seraiki	10.53
Urdu	7.57
Baluchi	3.57
Others	4.66

Table 1.1. Major languages spoken in Pakistan according to 1998 census (Zaidi, 2014)

Rehman and Van Schendel (2003) discussed the historical perspective of ethnicity as result of which language movements started after and before the partition of Bangladesh in 1971. He said that Pakistan also came into being because Muslims wanted to adopt Urdu as their national language; contrarily Hindus wanted Hindi as their national language. The Ethno-nationalists gave birth to secularism and evoked language and culture to support their cause. They had a fear of being deprived of jobs, of being powerless and of remaining underdeveloped. In 1960, Punjabi, Pakhtun, Sindhi, Balochi and Bengali were declared five indigenous nationalities and in 1980 Muhajirs also began to call themselves as separate identity. All these emerging thoughts in the minds of different social groups have been jeopardizing the negative ideologies.

The highest percentage of Pakistan's population 44.15% comprises of Punjabi speakers, with Pashto being a close second at 15.42% and Sindhi as the third most spoken language in Pakistan with 14.10% speakers. Urdu, the national language ranks at fifth place with 7.57% speakers, although is a second language for 105 million people (Rahman, 2004). It is also spoken as a mother tongue by over 48 million people in India as well as a Diaspora settled in the Arab states (mainly the Gulf), Mauritius, Britain, North America and the rest of the world (estimated to be over 60 million in the Ethnologue) (Rahman, 2004).

Research Objectives:

This study addressed the following research objectives:

- To explore the causes of language movements in Balochistan
- To explore the impacts of movements over political and social aspects of the society regarding language speaking in modern era of this region of the country

Method:

The present study used quantitative research design. The researcher used questionnaires to collect data from the participants of the study. Statistical Package for Social Sciences (SPSS) was used as a statistical analysis tool for the current study. The objective behind choosing quantitative research design was the fact that it gathers exact information and facts. Results obtained from the quantitative data analysis of the questionnaire were used to answer the research objectives of the study.

Participants:

Data were collected from university students who belonged to different public and private universities of Quetta. The reason behind choosing university students was to gain a holistic view of the youth of today about these language movements.

The researchers used cluster random sampling method to select participants for this study. The participants were selected randomly. Total participants of the study were 156. However, only 130 students completely filled the given questionnaires. Therefore, 26 partially filled questionnaires were discarded.

Instrument:

The researchers designed the questionnaire themselves. The questionnaire consisted of 23 items. Five options for each item were given that ranged from strongly agree to strongly disagree. The items of the questionnaire were designed while keeping in mind the research objectives of the present study. The researchers of the present study wanted to gain a holistic view of the language movements in Balochistan and could not find any comprehensive questionnaire due to absence of research in this field of study. Therefore, they designed the questionnaire and did not adopt it.

Procedure:

Data for the current study were collected during COVID-19 pandemic. It made physical access to the participants impossible. Questionnaire was sent to the participants as Google Forms via WhatsApp and email. Only gender, name of institution and age of the participants were asked. They were asked to fill the questionnaires anonymously.

Results:

For the data analysis of both research objectives, descriptive analysis was performed on SPSS version 24 for Windows. Following paragraphs will discuss the results of each item of the questionnaire.

Table 4.1. Movements for language preservation in Balochistan are for a good cause.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	63	48.5	48.5	48.5
Strongly Agree	53	40.8	40.8	89.2
Neutral	12	9.2	9.2	98.5
Disagree	1	.8	.8	99.2
Strongly Disagree	1	.8	.8	100.0
Total	130	100.0	100.0	

Based on table 4.1 it is seen that 63 (48.5%) respondents agreed to the statement “Movements for language preservation in Balochistan are for a good cause”. 53 (40.8%) respondents strongly agreed, 12 (9.2%) remained neutral, disagree and strongly disagree are seen in 01 (0.8%) cases each.

Table 4.2. Movements for language preservation in Balochistan are an example of polarized politics.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	16	12.3	12.3	12.3
Strongly Agree	55	42.3	42.3	54.6
Neutral	29	22.3	22.3	76.9
Disagree	17	13.1	13.1	90.0
Strongly Disagree	13	10.0	10.0	100.0
Total	130	100.0	100.0	

Based on table 4.2 it is seen that 16 (12.3%) respondents agreed to the statement “Movements for language preservation in Balochistan are an example of polarized politics”, 55 (42.3%) respondents strongly agreed, 29 (22.3%) remained neutral. On the other hand, 17 (13.01%) respondents expressed disagreement and strongly disagreement was seen in 13 (10%) cases.

Table 4.3. Language activists play a constructive role in language movements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	110	84.6	84.6	84.6
Strongly Agree	12	9.2	9.2	93.8
Neutral	1	.8	.8	94.6
Disagree	5	3.8	3.8	98.5
Strongly Disagree	2	1.5	1.5	100.0
Total	130	100.0	100.0	

Table 4.3 reflects that 110 (84.6%) respondents remain agree to the statement “Language activists play a constructive role in language movements” while 12 (9.2%) respondents strongly agreed. 01 (0.8%) respondents were neutral while disagree and strongly disagree were reported 5 (3.8%) and 2 (1.5%) cases.

Table 4.4. Native languages of Balochistan depict the soul of our culture.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	115	88.5	88.5	88.5
Strongly Agree	15	11.5	11.5	100.0
Total	130	100.0	100.0	

Table 4.4 is based on the statement “Native languages of Balochistan depict the soul of our culture” to which 115 (88.5%) respondents agreed while 15 (11.5%) expressed to be strongly agree.

Table 4.5. The struggles of language activists of Balochistan have proved to be fruitful for the advancement and recognition of native languages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	17	13.1	13.1	13.1
Strongly Agree	42	32.3	32.3	45.4
Neutral	39	30.0	30.0	75.4
Disagree	12	9.2	9.2	84.6
Strongly Disagree	20	15.4	15.4	100.0
Total	130	100.0	100.0	

It is seen in Table 4.5 that 17 (31.1%) respondents agreed to the statement “The struggles of language activists of Balochistan have proved to be fruitful for the advancement and recognition of native languages”, 42 (32.3%) strongly agreed and 39 (30%) remained neutral. On the other hand, 12 (9.2%) respondents disagreed and 20 (15.4%) respondents strongly disagreed.

Table 4.6. The institution of family in our local settings plays a vital role in the preservation of our native languages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	50	38.5	38.5	38.5
Strongly Agree	69	53.1	53.1	91.5
Neutral	11	8.5	8.5	100.0
Total	130	100.0	100.0	

Table 4.6 was based on “The institution of family in our local settings plays a vital role in the preservation of our native languages” and it reflects that 50 (38.5%) respondents remained agree while 69 (53.1%) were strongly agree. 11 (8.5%) respondents remained neutral.

Table 4.7. Language movements in Pakistan are causing national disintegration.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	48	36.9	36.9	36.9
Strongly Agree	50	38.5	38.5	75.4
Disagree	24	18.5	18.5	93.8
Strongly Disagree	8	6.2	6.2	100.0
Total	130	100.0	100.0	

Table 4.7 shows that 48 (36.9%) respondents agreed to the statement “Language movements in Pakistan are causing national disintegration” while 50 (38.5%) were strongly agree. Disagree were reported in 24 (18.5%) cases and strongly disagree were 08 (6.2%)

Table 4.8. Language movements are aimed to effectively encounter cultural subjugation.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	4	3.1	3.1	3.1
Strongly Agree	27	20.8	20.8	23.8
Neutral	33	25.4	25.4	49.2
Disagree	43	33.1	33.1	82.3
Strongly Disagree	23	17.7	17.7	100.0
Total	130	100.0	100.0	

Table 4.8 shows that 04 (3.1%) respondents agreed to the statement “Language movements are aimed to effectively encounter cultural subjugation”, strongly agree were reported in 27 (20.8%) cases. The other responses were: strongly agree were 33 (25.4%), neutral 33 (25.4%), disagree 43 (33.1%) and strongly disagree were reported in 23 (17.7%).

Table 4.9. Urdu language is seen as a symbol of post-colonial language imperialism in Pakistan.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	70	53.8	53.8	53.8
Strongly Agree	24	18.5	18.5	72.3
Neutral	4	3.1	3.1	75.4
Disagree	18	13.8	13.8	89.2
Strongly Disagree	14	10.8	10.8	100.0
Total	130	100.0	100.0	

It can be seen in table 4.9 that 70 (53.8%) respondents agreed to “Urdu language is seen as a symbol of post-colonial language imperialism in Pakistan”, 24 (18.5%) strongly disagreed, 4 (3.1%) remained neutral. Disagree and Strongly Disagree were reported in 18 (13.8%) and 14 (10.8%) respectively.

Table 4.10. International language movements have left an impact on regional language movements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	37	28.5	28.5	28.5
Strongly Agree	54	41.5	41.5	70.0
Neutral	13	10.0	10.0	80.0
Disagree	15	11.5	11.5	91.5
Strongly Disagree	10	7.7	7.7	99.2
Total	130	100.0	100.0	

Table 4.10 shows that 37 (28.5%) respondents agreed to the statement “International language movements have left an impact on regional language movements”, 54 (41.5%) were strongly agree. 13 (10%) were neutral, 15 (11.5%) were disagree and 10 (7.7%) were strongly disagree.

Table 4.11. The status of Urdu as the only national language is an important cause of various language movements in Pakistan.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	26	20.0	20.0	20.0
Strongly Agree	17	13.1	13.1	33.1
Neutral	23	17.7	17.7	50.8
Disagree	22	16.9	16.9	67.7
Strongly Disagree	38	29.2	29.2	96.9
Total	130	100.0	100.0	

Table 4.11 reflects that 26 (20%) respondents agreed to “The status of Urdu as the only national language is an important cause of various language movements in Pakistan”, 17 (13.1%) were strongly disagree. Neutral were reported in 23 (17.7%) cases. Disagree and strongly disagree were 22 (16.9%) and 38 (29.2%) respectively.

Table 4.12. Independence of Bangladesh on the basis of language and nationalism accelerated other regional language movements in Pakistan.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	43	33.1	33.1	33.1
Strongly Agree	40	30.8	30.8	63.8
Neutral	16	12.3	12.3	76.2
Disagree	27	20.8	20.8	96.9
Strongly Disagree	4	3.1	3.1	100.0
Total	130	100.0	100.0	

Regarding “Independence of Bangladesh on the basis of language and nationalism accelerated other regional language movements in Pakistan” it can be seen in Table 5.12 that 43 (33.1%) respondents were agree, 40 (30.8%) were strongly agree, 16 (12.3%) were neutral, 27 (20.8%) were disagree and 04 (3.1%) were strongly disagree.

Table 4.13. Language movements in Pakistan create prejudice against other languages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	19	14.6	14.6	14.6
Strongly Agree	18	13.8	13.8	28.5
Neutral	11	8.5	8.5	36.9
Disagree	75	57.7	57.7	94.6
Strongly Disagree	7	5.4	5.4	100.0
Total	130	100.0	100.0	

Respondents' views regarding "Language movements in Pakistan create prejudice against other languages" are reflected in Table 4.13 in which 19 (14.6%) respondents were agree. 18 (13.8%) were strongly agree, 11 (8.5%) were neutral, 75 (57.7%) were disagree and 07 (5.4%) were strongly disagree.

Table 4.14. Inclusion of regional languages in the curricula may address the grievances of the speakers of marginalized languages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	84	64.6	64.6	64.6
Strongly Agree	27	20.8	20.8	85.4
Neutral	19	14.6	14.6	100.0
Total	130	100.0	100.0	

Based on Table 4.14 it is seen that 84 (64.6%) respondents agreed to the “Inclusion of regional languages in the curricula may address the grievances of the speakers of marginalized languages”, 27 (20.8%) were strongly agree while 19 (14.6%) were neutral.

Table 4.15. State’s top down approaches and policies have adversely influenced regional languages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	30	23.1	23.1	23.1
Strongly Agree	22	16.9	16.9	40.0
Neutral	4	3.1	3.1	43.1
Disagree	33	25.4	25.4	68.5
Strongly Disagree	36	27.7	27.7	96.2
Total	130	100.0	100.0	

Respondents’ views regarding “State’s top down approaches and policies have adversely influenced regional languages” are reflected in Table 4.15 in which 30 (23.1%) respondents were agree. 22 (16.9%) were strongly agree, 4 (3.1%) were neutral, 33 (25.4%) were disagree and 36 (27.7%) were strongly disagree.

Table 4.16. Linguistic imbalance in state policies became a cause of regional language movements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	73	56.2	56.2	56.2
Strongly Agree	40	30.8	30.8	86.9
Neutral	3	2.3	2.3	89.2
Disagree	8	6.2	6.2	95.4
Strongly Disagree	6	4.6	4.6	100.0
Total	130	100.0	100.0	

Respondents' views regarding "Linguistic imbalance in state policies became a cause of regional language movements" are reflected in Table 4.16 in which 73 (56.2%) respondents were agree. 40 (30.8%) were strongly agree, 3 (2.3%) were neutral, 08 (6.2%) were disagree and 6 (4.6%) were strongly disagree.

Table 4.17. Economic disparities among provinces have fanned regional language movements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	24	18.5	18.5	18.5
Strongly Agree	21	16.2	16.2	34.6
Neutral	21	16.2	16.2	50.8
Disagree	28	21.5	21.5	72.3
Strongly Disagree	33	25.4	25.4	97.7
Total	130	100.0	100.0	

Respondents' views regarding "Economic disparities among provinces have fanned regional language movements" are reflected in Table 4.17 in which 24 (18.5%) respondents were agree. 21 (16.2%) were strongly agree, 21 (16.2%) were neutral, 28 (21.5%) were disagree and 33 (25.4%) were strongly disagree.

Table 4.18. Failure of Urdu to represent multicultural Pakistani society has led to regional language movements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	36	27.7	27.7	27.7
Strongly Agree	48	36.9	36.9	64.6
Neutral	18	13.8	13.8	78.5
Disagree	11	8.5	8.5	86.9
Strongly Disagree	16	12.3	12.3	99.2
Total	130	100.0	100.0	

Respondents' views regarding "Failure of Urdu to represent multicultural Pakistani society has led to regional language movements." are reflected in Table 4.18 in which 36 (27.7%) respondents were agree. 48 (36.9%) were strongly agree, 18 (13.8%) were neutral, 11 (8.5%) were disagree and 16 (12.3%) were strongly disagree.

Table 4.19. The domination of Urdu has resulted in major regional language movements.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	20	15.4	15.4	15.4
Strongly Agree	59	45.4	45.4	60.8
Neutral	13	10.0	10.0	70.8
Disagree	28	21.5	21.5	92.3
Strongly Disagree	10	7.7	7.7	100.0
Total	130	100.0	100.0	

Respondents' views regarding "The domination of Urdu has resulted in major regional language movements" are reflected in Table 4.19 in which 20 (15.4%) respondents were agree. 59 (45.4%) were strongly agree, 13 (10%) were neutral, 28 (21.15%) were disagree and 10 (7.7%) were strongly disagree.

Table 4.20. The regional language movements of Balochistan have preserved the local languages spoken in the province to a large extent.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	48	36.9	36.9	36.9
Strongly Agree	65	50.0	50.0	86.9
Neutral	17	13.1	13.1	100.0
Total	130	100.0	100.0	

Respondents' views regarding "The regional language movements of Balochistan have preserved the local languages spoken in the province to a large extent" are reflected in Table 5.20 in which 48 (36.9%) respondents were agree. 65 (50. %) were strongly agree, 17 (13.1%) were neutral.

Table 4.21. Language movements of Balochistan have left a positive influence on its regional cultures and literature.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	50	38.5	38.5	38.5
Strongly Agree	50	38.5	38.5	76.9
Valid Neutral	24	18.5	18.5	95.4
Disagree	6	4.6	4.6	100.0
Total	130	100.0	100.0	

Respondents' views regarding "Language movements of Balochistan have left a positive influence on its regional cultures and literature" are reflected in Table 4.21 in which 50 (38.5%) respondents were agree. 50 (38.5) were strongly agree, 24 (18.5%) were neutral, 6 (4.6 %) were disagree

Table 4.22. Regional language movements have created awareness among the masses regarding linguistic discrimination prevalent in the whole country.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	54	41.5	41.5	41.5
Strongly Agree	50	38.5	38.5	80.0
Neutral	26	20.0	20.0	100.0
Total	130	100.0	100.0	

Respondents' views regarding "Regional language movements have created awareness among the masses regarding linguistic discrimination prevalent in the whole country" are reflected in Table 4.22 in which 54 (41.5%) respondents were agree. 50 (38.5) were strongly agree, 26 (20 %) were neutral.

Table 4.23. Language movements have strengthened cultural identity among the youth of Balochistan.

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	42	32.3	32.3	32.3
Strongly Agree	74	56.9	56.9	89.2
Neutral	14	10.8	10.8	100.0
Total	130	100.0	100.0	

Respondents' views regarding "Language movements have strengthened cultural identity among the youth of Balochistan" are reflected in Table 4.23 in which 42 (32.5%) respondents were agree. 74 (56.9%) were strongly agree, 14 (10.8 %) were neutral.

Discussion of Results:

Reasons of Language Movements in Balochistan:

Language movement has been evident throughout these years in Pakistan for determination of positioning of regional languages such as Balochi and Barohi (Sheikh, 2018). Khan and Ullah (2017) similarly stated that this movement is also powered by lack of focus of government in the region which resulted in underdevelopment. This is due to continuation of a multilingual and multicultural society which are not culturally and racially affine in Pakistan which exists due weak principles based on equality and justice. Most of the people surveyed provided their agreement to perception that unlike claims of army of Pakistan, people of Balochistan are struggling for a genuine cause of preserving their language which is significantly associated with their cultural values. Similarly, study of Tabassum and Bhatti (2020) supports this view that Balochi people aim to get equal identity in country of Pakistan through position of their language for improving basic rights such as focus on

Baloch history and culture in education and economics. Suhail and Lutfi (2016) stated that Balochi community is often seen under bias of terrorism and violence due to which they are not provided with enough opportunities of progress.

People of Balochistan who, according to Kumar (2017), fought heroically are least addressed in curriculum books all over this country. Children are not provided with the knowledge of their contribution in independence war as mean of overlooking their involvement (Zeb, 2019). Personalities and events celebrated are from various provisional regions and backgrounds except for Balochistan. This are due to bias towards people of this region associated with terrorism that prevailed in this province. As well as this, education is provided in a language not native to province as a mean of suppression of Balochi language. This, according to the study of Jilani and Mujaddid (2020), is majorly due to continuous efforts of media as well as of Pakistan state government of shaping this movement as a political element. However, ORF (2020) argued that according to Army of Pakistan, this movement is a political struggle between various tribal leaders in this region. Variety of tribal leaders in Balochistan is shaping this movement for their benefits because of getting increased access to natural resources of this region.

It is evident throughout this movement that activists have played significant role in movement which has arisen in support of preservation of Balochi (Kareemi, 2019). Balochi activities have been highlighting issues including excessive significance put upon English over Balochi and identifying upcoming consequences of this distancing (Sheikh, 2018). Conducted survey showed identical results that language activists have been playing significant role in preservation of languages specifically one belonging to ethnic minorities. Furthermore, this survey brought light to the role of activists of Balochistan which have been enthusiastically enlightening natives regarding government's efforts of suppression of this language. Ahmed and Khan (2017) in their study also stated that native people of Balochistan are found to be deeply rooted in their culture and values which are passed down since ages. Correspondingly, survey in this study identified that people of Balochistan still practice traditional ancient values inherited from generation such as their use of shalwar kameez and turban. Baloch people's fluent use of Balochi language which has its roots to Iranian Branch of Indo-European family also portrays values of Pakistan strongly (Beck, 2014).

Most regions of Pakistan such as Peshawar and Quetta have been urbanised due to which people have limited their approach of living

together in joint family systems and have shortened family units to fewer people (Hasnain, 2020). This has developed a distance among elder generation of families and youth which are a source of passing down values along with cultures and languages. Relatively, survey portrayed similar findings and suggested that majority of participants strongly approved of fact that local settings of people play significant role in their native language preservation. In addition to this, Uslu and Ersan (2020) similarly identified that immense focus on English language has causes parents to push their children to use language more prevalently. Therefore, consistent motivation to use another language causes lack of use of native language among children which also cause uncertainty about culture and values associated with it and cause language to perish in upcoming years.

Despite accepting significant role of language in preservation of culture, Dzvinchuk and Ozminska (2018) presented language movement as means of fragmentation of a country with regards to unity. Responses gathered in survey conducted seem to agree to this perception and believe that source of disintegration of this country is associated with movements that are focused around language preservation. These movements are also a source of problems in business and trade of countries which due to delivering an image of instability in country. Hazarika, Bora and Neog (2020) identically explained that a unified language is a soul of an integrated prosperous country. Acceptance towards national language is considered to be a significant part of being a virtuous citizen as it is associated with loyalty towards native country.

Moreover, among the causes of Baloch language movement, the perception of locals in Balochistan regarding national language of Pakistan is also another source of concern. Approximately, 70% consider Urdu to be a symbol of post-colonial language imperialism left by the British, 60% consider Urdu domination over local languages to be discriminatory and 64% believe that one language cannot represent the multiple cultures present within Pakistan. According to Zaidi (2014), the issue is further amplified, when data from Pakistan census indicates that Urdu is not the first language of majority of the population. This indicates that official language is non-representative of the actual reality of the country, therefore prejudice against Urdu is further increased which provides motivation to conduct regional language movements. However, Burden-Stelly (2016) provides another perspective of the issue, such that economic, social and political marginalisation can lead to deep-rooted issues and further the concept of cultural subjugation. Liebenberg, Ikeda and Wood (2015) further add that government has a major role to play in

normalising affairs, but due to the lack of authoritative role for equal growth through community programs, the marginalised groups can be mobilised. However, the findings are not of the same view, as it is mostly disagreed that economic disparities are the reason for language movements, but they are similar for the role of government. Rather than this, other issues of family, state-sponsored disparities and lack of awareness in the youth are foremost causes of these movements.

Impact of Balochistan Language Movement on Socio-Political Aspects of Pakistani Society Regarding Language Speaking in the Modern Era:

The language movement in Balochistan conducted with an aim to encourage the use of local languages has influenced other non-lingual aspects of the country as well. Language movements, regardless of their scope, whether international or local have a long lasting impact (Chiesa, Scott & Hinton, 2012). This is supported by the results of survey conducted from recipients in table 4.10, when asked about the impact of international language movements on local language movement. This finding is further supported by the study of Pennycook (2017) in which the conclusion stated that English language has played an influential role in culture politics around the globe. The study further explains that culture politics is the display of soft power, with the help of which certain ethnic groups can generate economic returns as well as political will. As indicated in one study, partition of Bangladesh played a crucial role in Pakistan's internal politics based on languages and ethnic minorities (Rehman, 2003). The differences between West and East Pakistan arose as a result of conflict between Urdu and Bengali, which resulted in the separation and setup a precedent for other ethnic minorities like the Baloch people. Results of the survey are somewhat in support of this perspective, as 30%-33% of respondents were in agreement, while only 3% disagreed. Apart from this, Ahmed and Khan (2020) also add that in recent history of Pakistan, the Pashtun Language Movement is another factor that has impacted Pakistan's social aspects by encouraging Baloch language movements as well. Miro (2019) further agrees and states that regional actors like the media can play a crucial role in enhancing language or freedom movements, as seen in the case of Spain and Catalonia.

In terms of direct impact of language movements, there is a belief that they create prejudice for other local language speakers (Pennycook, 2017). This can be due to the fact that one language garners more attention than others, leading to exclusionist policies (Ruiz, 2016). However, the results

of the study provide an alternate perspective, as major number of respondents i.e. over 57% believed it to be false. As shown in 4.13, only 14% supported this view, but more than half of the interviewees assured that prejudices do not arise out of language movements. This can be attributed to the fact that language speakers showcase differing attitudes, as bilinguals are likely to show less prejudice towards use of different languages than monolinguals (Bonvillain, 2019). Therefore, recipients who agreed most likely spoke more than one language, while the narrowed view of a monolingual considers language movements as a threat and source of prejudice. Applying this in the case of Pakistan, it can be stated that communities that dominantly speak Urdu, with no knowledge of other languages are more prone to have a negative outlook of Baloch language movement's impact. As Pakistan is a multicultural society, inclusion of regional languages is important alongside the national language Urdu, but in reality the failure to represent has played a crucial role in enabling the Baloch language movement. Findings also indicate that the relationship between Urdu and local languages of Pakistan is multi-directional and reciprocal. As stated in the tables 4.18 and 4.19, it can be argued that superiority of Urdu over other languages has been a cause of local language movements, but the outcome of these movements also directly impacts Urdu.

Although, Urdu and bilingual speakers are impacted by Baloch language movement, but Pakistani government and their policies regarding language are also directly impacted. In table 4.15, this study's findings present conflicting views about state's top-down approach towards language as a source of issue. However, table 4.16 provides a clear understanding that over 80% of the people believes that state policies have encouraged regional language movements. Therefore, the impact of these language movements will be direct on the political functioning of Pakistan. Comparing this to literature, language movements arrange people with similar views on a platform against injustices, which always has a lasting impact on politics of the country, as seen in the case of Bangladesh (Rehman, 2003). State has a critical role to play in ensuring equality between language and adequate portrayal of all ethnicities in records at the national level. However, in the case of Pakistan the state has not showed responsibility in representing ethnic minorities, as history and curriculum books have cited an imbalance and portrayal of Baloch culture that is not representative of the actual reality (Ahmed and Khan, 2017). On the basis of this, Baloch language movement has a direct impact on stability at a national level, as prejudice against the government increases due to language movements can result in political consequences. An

example of language movements leading to political discord and regional instability is the Indian freedom movement, and the struggle between Urdu, Hindi and English (Parey, 2019). Another impact of Baloch language movement can also provide a solution to this issue, which is the inclusion of Baloch language into the curriculum, especially in areas that predominantly have individuals belonging to Baloch ethnicity. Table 4.14 provides a better outlook of this solution, in which 64% agree, 20% strongly agree and 14% are neutral. Based on this, it can be stated that introducing Baloch culture, history and use of Baloch languages in schools can stabilise the on-going prejudices in the local population.

On the other hand, among the positive impacts of the Baloch language movement, it can be argued that awareness and strengthening of Baloch cultural identity are the foremost influences. In terms of cultural identity, the study of Petreñas, Lapresta and Huguet (2018) gives the example of Romanian immigrants in Spain, and results show that language can preserve cultural identity of the youth for a longer time than any other cultural aspect. The results also agree with this viewpoint, as shown in table 5.23, younger generations have been associated with Baloch culture at an increased rate because of language movements. The reason for this increased cultural identity can be attributed to another positive impact of Baloch language movement, which is the increase in awareness of the local population. The results received about the impact of language movements on level of awareness indicates that 79% of the recipients are of the view that they have helped in increasing mindfulness about linguistic discrimination in Pakistan. The example of Pashto and Pashtun people can be taken in this regard, who have a positive relationship with their language and as a result their language is a source of pride and identity for majority of their youth (Hallberg's, 1992; Rahman, 1995). On the contrary, Balochistan and Baloch identity is not inclusive of the same zeal shown by Pashtun people, but the awareness and cultural identity created by Baloch language movements can have a positive role to play in this regard. With the help of increased awareness, similar emotions and ardour in regards to Baloch language can be created in the population, so that the future of Baloch culture is safeguarded.

Limitations and Recommendations:

There are few limitations in this study regarding study topic, as multiple perspectives have not been included. Due to limited resources, the researchers had to select participants belonging to Balochistan, but the inclusion of people from other provinces and perspective of government

representatives would have benefitted research outcomes. Small sample size was another limitation of the present study.

Future research studies in the same field can use mixed method for data collection and analysis to give a more holistic perspective to this field of study.

Conclusion:

It is analysed in the current study that Balochi is the language of a rich land; however, people who live in the province and speak Balochi language with different dialects and style are not valued. The Balochi language is associated with centuries of historical events and emotions but it has suffered a lot due to the unstable position of the province. It has become the language of home as it is not even given an importance or due position in the educational sphere. This is the reason pertinent to the establishments of language movements that are always known to be a part of existence of Pakistan. Since the independence of Pakistan, many movements have been developed to raise the status of regional languages. As a multicultural and multilingual society, Pakistan seems to have weak principles when it comes to lingual equality.

The inclusion of regional languages in the society of Pakistan is necessary because being a multicultural and multilingual country the importance given to these regional languages is as important as Urdu. However, the language movements are playing an important role to create a respect for regional languages in the modern era but it is argued that it also directly impacts Urdu. The study also presented that country officials should stabilise the on-going prejudices in the local population by finding solution to this issue. It can be resolved by the inclusion of Balochi language in school curriculum. In addition, government should appropriately preserve language and culture of Balochistan similar to other regional languages of Pakistan.

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Large EFL Classes in Colleges of Kalat, Pakistan: A Study of Challenges and Strategies for EFL Teachers

By

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Abstract:

This research was aimed to explore the difficulties and challenges faced by the EFL teachers in Large Final EFL classes of degree colleges of Kalat Zone. It was also focused to explore the teachers' approaches to mitigate these hindrances and to resolve them at grass root level. For analysis, 13 participants were employed for the data collection in this regard. The participants replied to a questionnaire in order to recognize specific problems and strategies. These findings are based on evidence collected from teachers, questionnaires and semi-structured interviews, as well as from students, and through learning journals. The data shows a strategic approach to teaching English and reveals the great efforts of teachers and students to address unresolved national language policy, regional linguistic heritage language interference, and the learning-oriented English education system. Teachers' strategies for meeting these challenges include a variety of teaching methods and creating a warm classroom atmosphere to provide a threat-free language acquisition and learning environment. Student data indicates that group interactions with peers and self-reinforcement strategies (such as keeping vocabulary notebooks) are the most common learning strategies. This research shows how school-based research enables teachers and students to speak in developing successful language teaching strategies for complex and challenging multilingual environments. The results show that EFL teachers in the district of Kalat face various challenges and use limited strategies to overcome them in large EFL finishing classes. In addition to guidance on future research, several guidelines for EFL teachers and policy makers are given.

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Keywords: Large EFL classes; EFL teachers; challenges; strategies

Introduction:

Education is a formal way to transfer knowledge from one individual to another, as long as you need the right environment. It is almost impossible to change the behavior of learners through theoretical and practical learning without creating a controlled environment.

Effective teaching involves proper positive feedback from learners and the maximum transfer of knowledge in an effective manner. This process of efficient transmission of knowledge is influenced by many factors like attitude, level of motivation, mental preparation, physical and mental health, past experience and the overall personality of the learner. However, the size of the class is one of the main factors that greatly affect the proper transfer of knowledge from learner to learner in an efficient way. This has become a major concern that has created many problems for EFL teachers.

Throughout this chapter, researchers present and describe the data gathered by way of interviews. Tables and graphs explain the outcomes of the interviews and provide clear analysis. The thesis will consider Teachers' Challenges in large EFL classes in Kalat Colleges, Pakistan. The work is being undertaken. We conducted well structure interviews with EFL teachers, who perform their job in Kalat Zone, to find exact results and knowledge regarding challenges and strategies.

Literature Review:

This aims to review the literature of various researchers in order to identify various problems faced by the EFL teachers of degree colleges of Kalat Zone. It will also include their results that reflect the impacts of large classes on the process of learning. Moreover, it also aims to observe the basic observations achieved through the size of a class and its usefulness for the EFL teachers teaching in degree colleges of Kalat Zone.

Large EFL Classes:

Most of the teachers believe that teaching a small group of students is simpler, more rewarding and time intensive than teaching a large group. Unfortunately, due to low budget or lack of teachers, many colleges still have to rely on large classes. Up to 100 students or more may attend large classes in most of the colleges. One will create fun in interactions while

teaching a small class that attracts and involves all students during communication in the said class. While large classes at college level, pose various challenges. Many methods and activities can be used to develop the job.

Challenges for EFL Teachers:

The challenges for EFL teachers can be illustrated under following headings.

Intimacy: Remembering the student names can take a while. Teachers cannot find out as much as they want to be able to know their pupils.

Anxiety: Most teachers worry about distracting students. However, most students are afraid to answer questions or attend a large class.

Qualifications for students: Common requirements would be challenging or impossible because the class scale is very high.

Marking: It takes a lot of time to mark and review the tasks and the pay for a smaller class will generally be the same.

Distractions: Teachers such as latecomers in big classes and guests appearing in classes have more distractions.

Student monitoring: It is very difficult for teachers, when students are at class, to monitor their pairs and groups.

Space: There is little space in a classroom for successful games such as role playing.

Textbooks and resources: Not everyone has enough textbooks or computers to support them.

Strategies of EFL Teachers:

Using a professor's notebook: Add a small notebook and pad to the belt loop. Take notes during the evaluation process for pair or group learning. Check the errors as a whole community before full functioning.

Degree: count and attendance by routine assessments and make them a final diploma.

Competitive stimulus: One may change or remove the teams in a six-month cycle. Teams can earn points for these achievements, and teams can lose points when noise and action becomes difficult.

Relaxation: take into account the possibility to relax before school and avoid stress. Shortly before the course in the morning, often attempt to schedule a course.

Always have a comfortable bottle of water. When you do not schedule anything, do have an additional job on hand.

Create trust: Learn names and do everything possible to know about every pupil. Create a sitting diagram on the first day and ask your pupil for a

while. Ask your students for at least one or two things beyond your teaching role.

Manage noise: Set a signal to your class that you want to stop and listen to what it does. The first day should make sure that the students get used to it immediately. Always sure you don't use gestures or sounds that offend someone.

Shrink marking and planning time: design experiments and experiments so that the amount of marking can be that. Using peer reviews if possible. When students send newspapers, simply read them and leave a short statement and/or recommendation instead of correcting all grammar errors. Specify a certain period when the room of the instructor is late to do much of the copying you do during the week. It will protect you from feeling bad for a long time when a instructor can only make a few copies.

The learners in large classes get compelled for their self-study and work freely in large classes (all Wright 1984, 2008). It is due in particular to teacher giving the learner minimal contact time during the class period that the learners, mainly university students, rely on their own learning.

Methodology:

The aim of this research was to study and examine the views of English Teachers of Kalat Zone regarding teaching English. In addition, the key topics of concern were the fact that teachers knew what they felt was necessary while teaching large classes, the challenges that they encountered and the improvements they showed needed to enhance the systems of education and knowledge. What led the analysis was:

1. What are the concerns of EFL teachers of Kalat Zone in overcrowded classes?
2. What is the intention of English teachers for resolving such issues?

In the background of above research questions, it was appropriate to explore the concerns of EFL teachers dealing large classes of Kalat Zone and to draw the attention of the concern authorities for addressing solutions. To examine teachers concerns and suggestions on such unexplored and complex issues, Qualitative type of research design seems suitable (Santiago, 2015).

In terms of teacher insights and learning, it was necessary for them to gain knowledge; this subject would lead to the advancement of instruction and learners' good performance (Marble, Finley and Ferguson, 2000; Thomas, 2013).

This chapter portrays various parts that are brought under consideration for carrying out qualitative study. The Methodological parts in this chapter

consists of research design, Participants, data collection, data analysis method, sampling and data tools.

Research Design:

The current study employs qualitative research design in order to have a deep insight into the challenges of large classes for EFL teachers in degree colleges of Kalat zone. It was reasonably easy to explain qualitative analysis, since there is a general agreement that the key features and principles of the method among quantitative practitioners. Qualitative Study is not at all the way round. In a recent summary, two of Denzin and Lincoln (2005a), who are among the most important qualitative researchers, concluded that quality research is difficult to clearly define. It has no distinctly separate theory or framework. Moreover, (Holliday, 2004) said that boundaries are collapsing in current qualitative research, and researchers do more and more to discover what they want to know. Qualitative research in fact is a flourishing discipline and although some topics were a lot debated and often heated, a core number of features exists that uniformly define a proper qualitative analysis. These core attributes are discussed in the following pages.

Main Characteristics of Qualitative Research:

Several detailed summaries of the key features of quality research are included in the literature on research methodology. Many of the items in the lists overlap, although there are some divisive issues as noted above. Consider the aspects most frequently mentioned:

The Nature of Qualitative Data:

Qualitative analysis works with different types of data (for example field notes, journals and newspapers, documents) and photos, including recorded interviews, various types of text.

Data Collection:

In this study, qualitative data collection methods were followed by the researcher which are appropriate to gather descriptive data (Mertler,2009).The data collected through qualitative method helps the researcher to understand the issues in elaborative manner (Creswel,2012).The Researcher took permission from the concerned HODs and collected the data by two types of interviews, a semi structured interview and a focus group interview, were utilized for collection of piece of information regarding the opinions, beliefs and attitudes of participating EFL teachers.

This thesis examined English teachers' perspectives. There were three different facets of the idea of 'perspectives':

- perceptions of educators
- Opinions of teachers
- Suggestions of teachers for handling large classes

Such knowledge helped the researcher get a better picture of the problem and help to recognize effective and efficient methods. **Demographic**

Questionnaire:

Demographic Questionnaires include the personal question about the participants. It included Name, Gender, Qualification, Relationship status and nationality of the participants. There were Five (5) questionnaire related to the personal information of participants.

Challenges and Strategies for TEFL:

It included the twelve (12) questions that I designed about my research. It included the questions about the Challenges and Strategies that EFL teachers faced and used while giving the lecture to the overcrowded class rooms of EFL Learning.

How can we solve the problem of overcrowded Classroom?

Table 1: How can we solve the problem of overcrowded Classroom?

<i>Valid</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Keep Everyone Busy. The more 46.2% Students you have in your classroom, The easier it is for a few distracted kids to derail your lesson.</i>		<i>6</i>
<i>Use Flexible Grouping. All classes have 46.2% students at different ability levels who learn at different paces</i>		<i>6</i>
<i>Keep Lessons Short. 7.7%</i>		<i>1</i>
<i>Total 100%</i>		<i>13</i>

On Asking the participants about “How can we solve the problem of overcrowded Classroom?” six (46.2%) of the participants answered “Keep Everyone Busy. The more students you have in your classroom, the easier it is for a few distracted kids to derail your lesson.” And other six (46.2%) of the participants answered “Use Flexible Grouping. All classes have students at different ability levels that learn at different paces.” and one (7.7%) of the participants answered “Keep lessons short”.

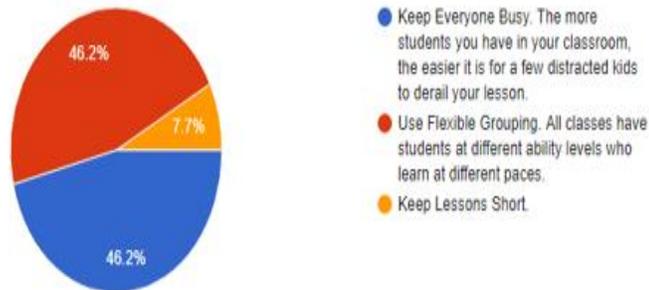


Figure 1 .How can we solve the problem of overcrowded Classroom?

How can destinations reduce overcrowding?

Table 2 : How can destinations reduce overcrowding?

<i>Valid Percentage</i>		<i>Frequency</i>
<i>Build better infrastructure</i>	<i>323.1%</i>	
<i>Overcrowding increases</i>	<i>7</i>	<i>53.8%</i>
<i>Provide better information</i>	<i>1</i>	<i>7.7%</i>
<i>Manage the flows</i>		
<i>Create supporting experiences</i>		<i>2</i>
<i>15.4%</i>		
<i>To disperse visitors</i>		
<i>Total</i>	<i>13</i>	<i>100</i>

Conclusion:

After all the discussions and results we conclude that the challenges and strategies for EFL teachers are quite Strong. According to the Interview we conclude different results which show the strategies challenges for and EFL teachers.

In this survey we conclude that there are six (46.2%) males and seven (53.8%) females that show females are more than males.

While asking them about their relationship status nine (69.2%) were married three (23.1%) were single and the only one (7.7%) were engaged which means majority of the participants were married.

In demographic information, we came to know that twelve (92.3%) participants have Pakistani nationality while two (15.4%) participants have also the nationality of another country.

After Demographic information, we ask the participants that "What is your employment status as a teacher?" seven (53.8%) of the participants select "Full time" while five (38.5%) of the participants select "Part-time (50-90% of full-time hours)" which means majority of the participants are Full time employment as a teacher.

On asking the participants "Do you work as a teacher of (TEFL) at another college as well as this college?" nine (69.2%) of the participants answered "Yes" while four (30.8%) of the participants answered "No" which means most number of the participants work as a teacher in a college.

Recommendations:

Because EFL teachers face numerous challenges in their classrooms and do not use different techniques

The following guidelines to be followed are also proposed by scholars.

The professors must:

- Know the various skills of students in the foreign language learning and the speed they need to learn.
- Consider the needs and desires of your pupils.
- Develop strong ties with students to alleviate their distrust of foreign language learning and anxiety.
- Encourage students by debate, questionnaires, and newspapers to engage and to communicate their needs.
- Teach students to focus on themselves and teach them self-evaluation strategies.

- Teach students effective techniques to improve their level and be active students.
- Be helpful and enthusiastic so that during English classes students can feel confident.
- Refresh your awareness and information on different techniques.
- Talk to the learners about their experiences together.

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Can Our Intellect Play a Role in Resolving the World's Current Political Crises?

By

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Abstract:

I am trying to live in an age in which humanity is falling apart. People of the West suffer from spiritual poverty while in the East human beings are deprived of basic necessities.

In other words, these two wings of the other world that is the East and the West are at opposite pole. That is why world peace has been destroyed, Man is losing dignity and mankind is looking for humanity.

Yes, I am trying to live in such an age in which the world entangled in the subjects of religions, humanity burdened by the distinction of color and race, man divided into geographical distinctions, also spent the first two decades of the twenty-first century in the desire to embarrass the interpretation of the dream of peace. But Baghdad is still burning. Flames of barbarism are rising from Ghazni and Kabul. Damascus and Halab has become a ruin.

Yes, this is our age, this small world of ours is moving towards a whole new destination, covering various scientific, political, economic and social evolutionary distances. In order to bring peace, security, prosperity and development in this earthly world, thinkers were trying to bring inter-religious harmony and the crisis of clash of civilizations arose.

Keywords: Intellect, Role, Political Crisis. Etc.

Introduction:

After a tireless struggle, at the level of the United Nations “Dialogue between Civilizations” the results of overcoming this crisis through dialogue were beginning to come, after two great wars, the peace-seeking man had just lit a lamp of hope that the world suffered the horrors of 9/11. Laughter, joy, this little world of peace and security once again became a nightmare. The unfulfilled lust of the world powers has once

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again dashed the hope of man to reach the goal of peace. But the instinct of man was overwhelmed by the instinct of peace and continued the journey of attaining peace but nature loves the ambition of man for peace.

Unfortunately our world has been plagued by the tragedy of COVID 19. Our contemporaries are constantly striving to get us out of this tragedy successfully with their latest scientific and social resources.

Do our masters of understanding have any message for our age to rebuild this world? Can intellectuals play a role in reconciling the ongoing conflict between East and West? Is there any ointment in Collective wisdom for ointment on the chest of human kind? Can we resort to the cane of science and literature to end the ongoing tussle between interfaith harmony and civilization?

To find the answers to the myriad of such questions, I turned to the intellectual, literary and cultural heritage of the wise East. First I met Maulana Jalaluddin Balkhi Rumi- (604- 672) (Romi, 1380, p. 53)

I asked them, "O the rising sun of Balkh, and the setting sun of Konya, the heartbeat of Persia and the East; The world has to be saved from problems - Maulana said 'O seeker of peace, take up my Masnavi and see what is that which you will not find.

بنای رخ که باغ و گلستانم آرزوست بکشای لب که قند فراوانم
 آرزوست
 جانم ملول گشت ز فرعون و ظلم او
 آن نور روی موسی عمرانم آرزوست
 دی شخ با چراغ همیگشت با چراغ کز دام و دد ملولم و انسانم
 آرزوست

(Tabrezi, 1344.)

On the side of Pir Rumi, the eyewitness of the First World War, Hazrat Allama Iqbal, a disciple of Hindi, was found to be pondering answers to similar questions. In response to my query, he consoled me that there is no need to worry, 'O strangely conflicted man; Pick up my' payam e mashriq" message to the East, and "pas che bayed kard" I have shown the

East and the world the way to salvation- In order to get out of the tragedy, it is necessary to get out of the siege of Rang-e-Wabu first.

نہ افغانیم نہ از ترک و تتاریم چمن زادیم و از یک شاخسار ریم
تمیز رنگ و بو برما حرام است کہ من پرورده یک نوبہاریم
(Iqbal, 1990)

In fact, Iqbal was a strong proponent of the political and spiritual revival of Islamic civilization across the world, but specifically in East

اک ہو مسلم حرم کی پاسبانی کے لیے
نیل کے ساحل سے لیکر تا بخاک کاشغر (Iqbal, 2018)

“May the Muslims unite in watching over the Shrine,
From the banks of the Nile to the deserts of Kashghar.”

Then a stage came in Iqbal’s thoughts where Iqbal addressed all the humankind

Iqbal found the universal standard that can bring humanity out of deterioration. Iqbal says the one who is denying creativity is actually a non-believer. Without knowledge, even truth cannot be proved as truth. East should be advance in science and technology as the same has been repeatedly emphasized in Holy Quran that the universe is subdued for human being.

Then man needs to be made aware of the requirements of nature- Beyond East and West, man needs to take the path of harmony with nature,

مشرق سے چوبیس نواز نہ مغرب سے حذر کر
فطرت کا اشارہ ہے کہ شہر شب کو سحر کر!
(Iqbal, 2018)

“Don’t shun the East, nor look on West with scorn,
Since Nature yearns for change of night to morn”

On the way, Nizami Ganjavi (. 1141–1209) was found in Ganjah, Azerbaijan He stressed that if humanity is to survive, then my five

Masnavi Khumsa Nizami, Mojo Aksir can heal the wounds of humanity. All solutions of the current crises were present in Makhzan-ul-Israr, Khusro Shrin, Qissa Laila Majnoon, Haft Pekar and Sikandar Nama, Sharaf Nama, Muqbal Nama and Iqbal Nama. (Iqbal, 2018) As he was leaving, I heard the chanting of this verse on his lips.

که به آدمی خوگر است آدمی
یہ مردم در آمیز اگر مردمی

In the historic mountains of Khyber, I encountered the mounted, man of Dastar Khushal Khan Khattak (1613–94) the sage of the Afghan nation, who advised me, to move beyond inter-Afghanism and integrate into inter-humanity.

زه خو دزره درد غوارم په هر یوه مذهب کي

ستا زده ستا خبري چي نفلونه رنگا رنگ کړي (Khattak, 1358)

“But I want heartache in every religion

You’re learning your words that performing different naphtha”

Saadi Shirazi (1210 - 1291 or 1292)) was found in the green fields of Shiraz In response to the question of formula peace for the world, Hafiz laughed heartily and said,

بنی آدم اعضاے یک دیگر اند
که در آفرینش زیک گوهر
چو عضو بدردر آورد روزگار
دیگر عضوها را نماند قرار
تو که ز محبت دیگران بیغمی
نشاید که نامت ننهد آدمی

(Khan, 2020)

You must engrave this poem of mine on the great building of the United Nations, but there is an urgent need to understand and put into practice this great message

Then met with Tajik philosopher-poet Sadruddin Aini (15 April 1878 – 15 July 1954) (Sadiyan, 1386) and mentioned the ongoing global political crisis in front of him, he said

انقلابِ دهر و دور چرخ و کار روزگار
 درس عبرت می‌دهد با هر که باشد هوشیار
 گر به نعمت، گر به محنت، گر به عزت، گر به ظلم
 امتحان‌گاه است ما را صحنه لیل و نهار
 گر به کف شد دولت گیتی، نمی‌باید غرور
 گر به سر شد محنتِ عالم، بیاید اضطبار

Mehmet Akif Ersoy (20 December 1873 – 27 December 1936) of Turkey, dedicated to the universal Islamic ideology of the Ottoman Caliphate met in historic Istanbul. Unveiling the mysteries and secrets of nature, he blessed the following verses with his famous azans on the occasion of the subject.

“It is the voice of God that fills the heavens. Is it a big Deal for this voice to shake the whole world” (Wikipedia)

Then met with poet of Kazakhstan Abai Qunanbaiuly Абай Құнанбайұлы (10 August 1845 – 6 July 1904) and Uzbek poet Abdulla Orifov Абдулла Орипов; March 21, 1941 – November 5, 2016) and discussed the world’s current political crises with them, they replied that we have to eliminate the fabricated ideas that are present in our society. We have to analyze ourselves that how much contribution we have in modern world in terms of knowledge. We can progress in the world only by making progress in science and technology. Today unfortunately we are consumers of modern inventions and not the inventors of new technologies or inventions. We should seek knowledge instead of limiting ourselves only to information.

Our intellectuals addressed the youth in his message as youth is the future of a nations. For our social reforms they asked to free our intellect from all kinds of fear, barriers and slavery and by doing so, youngsters can

become leaders of the nation. They wanted revolution in one's character. We have to act upon teachings of our collective intellect of the region otherwise we cannot face the modern world with success.

بهتر از گردون مقام آدم است
اصل تهذيب احترام آدم است (Iqbal, 1990)

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Romanticism: Lunacy or Revolt? Exploring Percy Bysshe Shelley's Political Prose through the Analysis of Public and Hidden Transcripts: A James Scott Neo Marxist Approach

By

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Abstract:

The world is moving towards advancement with each passing day therefore, adjusting to the overall strategy for living infers that the craftsmen need to work more, peril more, and, subsequently, persevere through more in view of existing different parts in making valuable academic workmanship. So how do artists and scholars restrict their harsh conditions? This paper manages this request by taking a gander at the courses where the nineteenth century British artist Percy Bysshe Shelley decays to thoroughly offer into their oppression. Especially, this paper will discuss those strategies that may look negative or frail yet are serious. These techniques could be around encompassed under what James Scott calls "Hidden transcripts." Therefore, this paper tries to examine the utilization of public and hidden transcripts in the political discourse of PB Shelley and infers that Shelley has every now and again utilized public transcripts, hence censuring the state, the administration and the ills of society in an immediate way. In any case, the utilization of hidden transcripts in Shelley's political discourse is less in relative terms. In this way, this paper fills a twofold need; firstly, it expects to feature the scholarly works of a progressive artist Percy Shelley with a totally new investigation through the reasonable structure of James Scott's "public and hidden transcripts". Furthermore, the paper looks to recognize and investigate the role of culture in the life of the artists and creators upon

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their utilization of either public or hidden transcripts. The paper concludes that Shelley being the child of a parliamentarian was not uneasy to utilize public transcripts in his artistic works. This may be his significant reason for being a radical writer in its beautiful substance and structure.

Keywords: PB Shelley's Political Prose, James Scott Neo Marxist Approach, Public and Hidden transcripts.

Introduction:

James Scott (1985) is a neo-Marxist who explains that hidden transcripts suggest a legislative issue of mask and namelessness among subordinate social events that is deficiently purified, questionable, and coded. He says this is much of the time conveyed in gossips, snitch, folktales, jokes, songs, functions, codes, and euphuisms that regularly begin from society. These, according to Scott (1985), do not contain simply talk acts, notwithstanding, a whole extent of practices that repudiate individuals in public transcript of the dominant. Scott's idea of "transcripts" (hidden and public) are solidly associated with the plausibility of opposition, which are built up strategies for carrying on and talking that fit explicit entertainers in explicit social settings, regardless of whether dominating or abused. Opposition is an unpretentious type of challenging 'public transcripts' by utilizing recommended jobs and language to oppose the maltreatment of intensity – including things like 'humor, tattle, masks, etymological stunts, illustrations, code words, folktales, ceremonial signals, obscurity' (Scott, 1985, p. 137).

These procedures are particularly viable in conditions where brutality is used to keep up business as usual, allowing "a hidden talk of pride and self-declaration inside the public transcript... in which ideological obstruction is camouflaged, quieted and hidden for the wellbeing of safety" (p. 137). These kinds of opposition require little coordination or arranging and are used by the two individuals and social events to restrict without explicitly testing first class standards (Scott, 1977).

Literature Review:

Percy Shelley was a nineteenth century poet who is famous as "Mad Shelley" due to his cynical attacks on the unjust system of society. He was a pioneer of social religious reform in the nineteenth century England. Religious reform was the most important principle of reform in Shelley's writings (Guertin, 1977). In his earlier essay "The Necessity of Atheism",

which was his first step to the new concept of reform in which he argued the three kinds of proofs that may be given and required for the existence of a thing in general, subsequently for the presence of God: (1) through the senses; (2) through reason; (3) through testimony (Guertin, 1977). Rational reform was also an important principle of reform in Shelley's writings. Webb, (1977) investigated PB Shelley's concept of rational reform in England. This concept is depicted to account for the aspects of writing and his addresses to the people of Ireland and England. Through his writings, Shelley was able to spread the ideas and thoughts to the people of England and Ireland. This mission was conducted by him through his skeptic, revolutionary essays, prose and poetry (Webb, 1977).

Shelley was a staunch believer of the principle of rational reform. His principle of rational reform could be seen in his reform struggle in Ireland and England. George (1977) acknowledges that Shelley's significant contribution to rational reform can be traced through his criticism over traditional religious societies, cruel governments and the Irish campaign. All the characteristics of a rational reformer exist in his works (George, 1977).

Peace and unity among people were another important principle of reform in Shelley's writings (Guertin, 1977). The distinctiveness of Shelley to reform the society lies in his views on peace and unity among people, which was obvious in the Irish Campaign. The main purpose of the campaign was to provoke unity among people and provide food, shelter, education and due rights to the oppressed Irish people.

Shelley was an advocate of self-reform and society. Wasserman (1971) in his study of the contributions made by Shelley, has explained that Shelley was a strong believer in bringing a positive change in oneself first and then in society. His political essays such as A philosophical view of reform, An address to the philanthropists and An address to the Irish people seek to provide answers to a positive change in human life and social issues (Wasserman, 1971).

Besides the above mentioned principles of reform, Shelley also gave remarkable contributions to the principle of reform through his use of figurative language. In this context Wasserman (1964) and Whatley (1990) expressed the elegant use of symbols that depict the reform struggle in Shelley's writings. This is very much agreed by O'Neill (1980) and Sandy (1997) who explained Shelley's contribution to symbolism and imagery. Their research found that Shelley has contributed significantly to

the principle of reform through the production of his earlier poem *Queen Mab* in which Shelley has used remarkable symbols to describe the injustice of the monarchs over the common masses and an appeal to the people to stand against such injustices.

In this context, Gilmour (2002) also studied Shelley's contribution to the principle of reform. In his study, he described one of the revolutionary poems of Shelley namely "The Devil's Walk". The poem was composed in 1812 by Shelley to dispute the actions of the British government and to highlight the critical financial conditions in the country at that time.

The poem appeared after the food riots in Devon where Shelley lived at that time. Prices for grain were at their peak level in 1812, there were scarcities of food, and prices were inflated (Gilmour, 2002). Shelley criticized "a brainless King" and the "princely paunch" and "each brawny haunch" of the Prince Regent (Gilmour, p. 334-336). The members of both the house of Parliament and the Church were also attacked. The political leaders and the rich were also condemned. The British war in Spain was likewise criticized.

Shelley frequently described the fall of empires and the decay of the rulers in his poems to show reform and change. This is very much agreed by MacEachen (2011) who discussed Shelley's poem "Ozymandias" in which the central theme of the poem encircles around the inescapable decay of all rulers and empires that they had built with their pretensions to greatness. Shelley's poems were written with the aim to reform the world into a new order. For Bean (1974) Shelley's poetry is a kind of prophecy and with the help of his arguments, Shelley makes the effort to reform people and society and to make this world a better place to live in.

In this context Winckles (2009) focused on Shelley's contribution to the principle of reform through his prophetic imagination. He compared the style of Shelley's writing with the style of the Old Testament prophetic poetry. The study showed Shelley as a prophetic reformer. Likewise, Reider (1981) discussed Shelley's principle of reform with his study of Shelley's poem *Mont Blanc*. He explained that the poem's association with the mountain became a symbol for the poet's association with history. The poet was fortunate because he could comprehend the truth that exists in nature, and the poet was then capable to use that truth to enlighten humanity and lead reform.

Similarly, Liberto (2010, p. 56) explained Shelley's principle of reform through his poetry and quoted Shelley's own words from his famous essay "A defense of poetry". For Shelley, "poets ... are not only the authors of

language and of music, of the dance, and architecture, and statuary, and painting; they are the institutors of laws and the founders of civil society..." Social and linguistic order are not the sole products of the rational faculty, as language is "arbitrarily produced by the imagination" and reveals "the before apprehended relations of things and perpetuates their apprehension" of a higher beauty and truth. Shelley's conclusive remark that "poets are the unacknowledged legislators of the world" suggests his awareness of "the profound ambiguity inherent in linguistic means, which he considers at once as an instrument of intellectual freedom and a vehicle for political and social subjugation" (Liberto, 2010, p. 56).

Shelley's principle of reform and his revolutionary thoughts still contribute to the world, even after many years of his death (Burns, 2004; Miller, 2013; Scrivener, 2014). Apart from the above mentioned past studies, the study by Barnefield (1925) also shows Shelley's themes of love. His study described Shelley as a poet of discontented love. However, Shelley's practicability of love was pointed out by Peck (2003) whereby he claimed that Shelley's idealism and skepticism dragged him to the practicability of love and passion.

Kurtz (1933) has explained the development of the theme of death in Shelley's writings. He described that this development of the theme of death in his writings was the result of his French revolution and its drastic effects; even then, Shelley was able to hide the ugliness of death by the beauty of life (Kurtz, 1933). Shelley's thoughts on science and religion are discussed by Weaver (1966). He has described that many of Shelley's thoughts in his literary writings are parallel to Christ's teachings. Hence Shelley can be regarded as a religious teacher (Weaver, 1966). Stovall (1931) pointed out the effectiveness of Shelley's philosophical ideas. He asserts that Shelley was indeed a vigorous teacher and an advocate for institutional reform. Thus, majority of the critics agree that there is a rational and scholarly concept of reform underlying Shelley's most subtle fancies.

Use of Public and Hidden Transcripts in Shelley's Prose:

Other than poetry, Shelley's prose works such as "An Address to the Irish People" (1812), "Proposals for an Association of Philanthropists" (1812), and "Declaration of Rights" (1812), all contains public transcripts, thus manifesting his straightforward approach. Another production of 1812, "A Letter to Lord Ellenborough", also expressed Shelley's support for freedom of the press with such passionate eloquence that it was quickly suppressed.

In “An Address to the Irish People” (1812) Shelley has publicly addressed the Irish people to fight for their rights. He composed this pamphlet and published it in Dublin in 1812. For centuries, the Catholics in Ireland had been second-class. Although in 1800 the Act of Union was passed, that addressed some of their objections, even then, they were given negligible representation in Parliament.

“An Address to the Irish People” calls for campaigning to abolish the Act of Union. Between February and April 1812, Shelley went to Ireland became aware of the condition of Irish Catholics. The Irish Parliament’s independence was confirmed by the Constitution of 1782, but Catholics, who were the vast majority of the Irish population, were denied to be MPs.

They had a negligible right to vote by 1798, but a revolt that year, reinforced by the French, led the British Government to combine the two parliaments to resolve the situation. But, the King continued to refuse to sanction Catholic MPs. Shelley continued to encourage the Irish people to fight for their rights. An excerpt from “An Address to the Irish people” shows how Shelley publicly motivated the Irish Catholics,

“I wish you, O Irish men, to be as careful and thoughtful of your interests as are your real friends, do not drink, do not play, do not spend any idle time, and do not take everything that other people say, for granted. There are numbers who will tell you lie to make their own fortunes, you cannot more certainly do well to your own cause, than by defeating the intentions of these men.” (Shepherd, 1906, p. 184)

Shelley followed this pamphlet with another, “Proposals for an Association of Philanthropists”, which analyses straightforwardly as to, where the French revolution turned unsuccessful, and suggested a more idealistic notion of change. He says, ‘We are in a state of continually progressive improvement’. In his prose work Shelley also gives a solution to injustices and human misery. He explains that philanthropy was the best solution to all evils since,

“None are more interesting to philanthropy than those which excite the benevolent passions, that generalize and expand private into public feelings, and make the hearts of individuals vibrate not merely for themselves, their families, and their friends, but for posterity, for a people; till their country becomes the world, and their family the sensitive creation” (Shepherd, 1906, p. 200)

Here also, Shelley uses a milder tone, but gives a direct solution to the evils of society.

“Declaration of Rights” (1812), is also another work based on Shelley’s clear approach towards people, society and evils of society. Shelley uses straightforward language to explain the duty of a common man and the obligations of law to protect common people if they are truthful.

“A man has not only a right to express his thoughts, but it is his duty to do so” (Shepherd, 1906, p. 215).

“No law has a right to discourage the practice of truth. A man ought to speak the truth on every occasion; a duty can never be criminal, what is not criminal cannot be injurious” (Shepherd, 1906, p. 215).

Conclusion:

The universe, for Shelley, possesses an extraordinary congruity and solidarity, and is not an association of parts. The conspicuous detachments in things are near particularizations of what is at first homogeneous, one, unbreakable, and steady. By revealing characteristic cracks and instabilities in the redoubts of the dominating conviction framework, the artist Shelley shows the shortcomings of the framework. Step by step instructions to accomplish serene and enduring change in present day social orders stays an unanswered inquiry, and one that is ready for motivation. Perilous thoughts from writers are exactly what a truly open society ought to have the option to include and talk about, not disguise, overlook or stifle. Henceforth, Shelley's Romanticism, Lunacy, or revolt is, in this way, one of compromise, or blend of whatever is partitioned, contradicted and clashing. He has accomplished this get-together of the numerous into the One and affirms, like Pope does with telling certainty in *Essay on Man*, that “All discord” is “harmony not understood”.

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Inflation as a Parent of Unemployment: Revisiting the Effects of Unemployment and Inflation on the Economy of Pakistan under Karl Marx's Conflict Theory

By

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Abstract:

This study seeks to investigate "unemployment and inflation" in Pakistan and their effect on the economy of Pakistan. Unemployment and inflation are the most common problems of our society, which give rise to poverty. This study adopts a qualitative research design which is exploratory in nature; the method used is content analysis with data taken from various sources of internet which include relevant articles, and scholarly books. This study draws upon the theoretical framework of Karl Marx's conflict theory. In this theory, Karl Marx, claims that society is in a state of perpetual conflict because of competition for limited resources. The findings of this study explore that social disturbance like unemployment arises due to domination and power, in the light of Karl Marx's theory "The Conflict Theory". The study reflects that unemployment is the root cause of many other problems in Pakistan. And unemployment harms the economy of Pakistan, but inflation has both a negative and positive effect on our country's economy. Thus, Unemployment and inflation have inversely related to each other however, inflation is the parent of unemployment.

Keywords: Inflation, Unemployment, Conflict theory, effects.

Introduction:

Unemployment basically represents the number of people who want to work but currently do not have a job. There is a quite simple formula for calculating unemployment in the country. "It is calculated by dividing the

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number of people who are unemployed by the total workforce. Work” force means the total number of people who want to work. It excludes the retired, disabled, people who are not currently looking for a position, students, etc.

People are in Pakistan unemployed for so many reasons like:

They leave their current position and searching for another or a new one.

They were laid off and haven't rehired.

The main cause of unemployment especially in Pakistan is the “prejudiced” system which is prevailing in our country. The deserving candidates do not get hired by any organization, but the prejudiced candidates get jobs easily.

Lack of capital creates a shortage of industries in Pakistan.

Increasing the rate of the population.

Lack of Agricultural activities.

Unemployment is the serious issue of Pakistan because job creation is their second priority, “initially the unemployment rate is 0.54% in the 2000s, but it increases to 3.41%”. In Pakistan Unemployment is the root cause of so many other problems in our country (i.e. robbery, street crimes, social evils, smuggling, etc.). The government should take sound steps to solve this problem. The government will not be able to improve the economic condition of the country without handling this problem promptly. It is the most common problem facing Pakistan. The government should make efforts to boost up economic progress & create new job opportunities.

Before unemployment could be controlled the whole economical needs should be fulfilled without corruption from top to bottom and bottom to top among all the members of the society. Pakistan has had its toll offers of good and bad times, and amid the terrible occasions, many individuals endure. Joblessness may lead individuals towards a potential dim way.

Joblessness brings a lot of worries and causes disappointment, nervousness, gloom, sorrow ness and various other negative “enthusiastic issues”. It is normally seen that “emotional wellness of jobless individuals is lower than that individual that have work”. The “Unemployment” puts our public in a delicate way and stops them to use their power for benefits. Peoples cannot have good training and enjoyment for their children and those who are jobless can't buy good things for their children. This is the main reason they become cut off from society because they think they don't have money to please them. And they also think employed people make fun of their joblessness that is the main reason they want to be live alone.

Joblessness is the most common issue the society is facing in the world. The joblessness part is increasing very fast because of source absence, and people are going towards the wrongdoing more and Pakistan facing a lot of problems including unemployment.



Inflation:

Inflation means the general rise in the prices of the products. In this situation, the value of paper money will decrease. Generally, it is calculated on a monthly or annual basis. Deflation is the opposite of inflation. Inflation or deflation badly affects the country's economy. The reason for inflation is usually that circulation of the paper money in the country is growing faster than the valuable products, which is control by the central bank of the country by making suitable monetary policies.

Inflation in Pakistan significantly and negatively affects the economic growth of the country. Inflation harmfully affects the GDP of Pakistan after a certain threshold level. To maintain this situation, we must maintain the relationship between the output and demand of the products. In Pakistan, it might happen because of fewer agricultural products. Today, inflation is one of the significant issues looked by Pakistan. In Pakistan the inflation rate is so high is high. As indicated by monetary overview 2009-10, its rate is 13.3 %, while it was 22.3 % in the last financial year.

The people who are doing additions in cash amounts also brings immediate inflation as more people or especially youth of our country copying the lifestyle of rich countries or elites because of the exhibition effect. On the other hand, there is an inflation in operating graded that more promotes inflation Our population is increasing day by day, so inflation is also increasing quickly in our country.



Relationship between Unemployment & Inflation:

Unemployment and inflation are inversely related to each other. Greater inflation comes with a lower unemployment rate and lowers unemployment rate comes with greater inflation. Unemployment means people are willing to work but do not have a job. Inflation represents the reduce value of money holding by the people & an increase in retail prices. When the demand for the products increases, the prices of the products increase, which boosts the supply of those products and the firm needs more labor for more products which decreases the unemployment rate and vice versa. In this situation, firms get advantage by offering jobs to unemployed people at lower wages and people accept that offer because they know that if they don't someone else will. The trade-off situation will exist between both inflation and unemployment. We could only reduce the one but not both at the same time. *Philips Curve* shows the exact relationship between inflation and unemployment.

Pakistan Economy

The economy of Pakistan on the kingdom is in the number of 25th and in the total output of the nation, it is 42nd. And this is very low according to other countries.

“The Conflict Theory”

"The Conflict Theory" proposed by Karl Marx, claims “society is in a condition of never-ending struggle due to rivalry for constrained assets. It holds that social request is kept up by control and power, as opposed to accord and similarity. As per Conflict Theory, those with riches and influence attempt to clutch it using any and all means conceivable, primarily by smothering poor people and feeble”. "The Conflict Theory" has been utilized to clarify an extensive variety of social marvels, including wars and transformations, unemployment, riches and neediness, segregation and abusive behavior at home”.

Review of the Related Literature:

On this topic, many several works have been done but my study will explore the unemployment and inflation in Pakistan and their effect on Pakistan's economy. That what kind of effect they bear in our country's economy. Also, the domination power revolves around everywhere through Karl Marx's theory.

The other researches include

Bruno and Easterly (1995) explain various issues of “inflation and unemployment and the connection between them and their result shows that there is a negative relationship between these two past level limit of fourteen percent and they also explore that there is no benefit or improvement in development in financial level because of inflation which is increasing quickly”.

Amjad (2005) brings up that administration strategies are expanding work levels in creating nations. The think about discovers holes in required instruction and employed aptitudes are a fundamental driver of unemployment. The examination proposes that adaptable open segments arranging holding work level in agribusiness division, increment in horticulture efficiency, dynamic work showcase approaches, vital aptitudes to works and better work organization framework can expand the level of employed in creating nations.

Zaidi (2005) addresses that because of financial advancement Pakistan is facing the problem of inflation they must control this situation for the betterment and people live is an affiliate. And further he addresses that in order to examine the unemployment situation you have to use the IMF it is the project which explores better define as the model that notices the activities which are increasing unemployment and tell us about how to

control the inflation as well. According to him inflation promotes less effect on unemployment and creates a positive and significant effect on Pakistan financially, so basically, it is very helpful for Pakistan financially.

Catao and Terrones (2003) say, "There is a solid connection between financial shortfall and evolving inflation. The outcomes were come to at experiential and gave quantitative reactions as to the positive connection between financial shortage and inflation. Inflation supposedly influences monetary issues like unemployment and financial interruptions".

Khan and Qasim (1996) gauge the key determinants of inflation in Pakistan by utilizing the yearly time arrangement information for the period 1971-1995. They divide inflation into nourishment and non-sustenance inflation and propose a solid job of cash supply in quickening inflation in Pakistan. Different variables causing inflation, examined by the analysts, are cash "degrading, esteem expansion in farming part, bolster cost of wheat, import costs and the cost of power".

An investigation directed by "Qayyum" (2007) indicates that there are auxiliary crisscross and elimination of ill-advised and unplanned future abilities because of that unemployment is some region of Pakistan like in Urban more. According to him in Pakistan, women are more jobless and alone women cannot prepare for the future well.

Rafiq et al (2010) led an investigation of unemployment in Pakistan during the era of nineteen ninety-eight to two thousand eight. "The ex- planetary factors utilized in the investigation included PGR, inflation rate and FDI". The result of their research explores that "the thing that is affecting positively on unemployment is populace development while inflation is connected to Pakistan's unemployment level". Berentsen et al (2010) found that there is a link between unemployment and cash and inflation cause a negative effect on Pakistan and loan cost as well.

Emst (2011), identified various elements adding to unemployment in-and-out- flows, these components incorporate venture elements, financing costs, wage dealing centralization, profitability development, and enactments for work assurance. The examiner proposes to pay support and preparing measures. Openwork administrations can likewise help in the outgrow of unemployment.

Chaudhry and Hamid (1998) tell the main reason for joblessness in Pakistan. And he finds that one of the finest reasons for joblessness is a resource of humans that is of low quality in Pakistan. Hunt (1999) investigates the rate of joblessness for "East German" And it addresses that the rate of joblessness is falling in 6 years from Eighty-nine to

seventy-three %. People who are more unemployed are women and those who are 50 years old. Therefore, infants have not affected on joblessness. Nickell (1997) explores “the relationship between unemployment and work showcase rigidities for Europe and North American areas. The examination infers that joblessness recompenses, absence of collaborations between associations, what's more, managers and a more elevated amount of expenses turn into the real reasons for rising joblessness, while the effect of work foundations on unemployment is observed to be irrelevant in European nations”.

Kamin (1997) finds that a genuine swapping scale is impacting inflation in Latin America and Asian nations. The cheapening of cash builds expansion in Latin America. Asian economies experienced expansion as a contrast with Latin America due to their monetary and auxiliary roots. The examination recommends swelling and genuine conversion scale control one another successfully.

Kingdon, et.al. (2001) investigate the unemployment rate in South Africa by “utilizing the Probit display”. He utilized a two-family unit which is national for the half-century of nineteenth in his research. The findings of the result explore that the unemployment rate in Africa is increasing because of age, locations, and races as well.

Izraeli and Murphy (2003) explore the “impact of the level of mechanical broadening on joblessness rates and per capita wage in seventeen states. The finding of this examination demonstrated that a state with a more expanded base has brought down joblessness rate”.

Kupets (2005) “considered the determinants of Unemployment in Ukraine between 1997-2003”.

Chang (2006) considered the connection between financial development, exchange, joblessness and outside direct interest in Taiwan. He connected the VAR strategy for difference deterioration and furthermore utilized motivation reaction work examination. Discoveries demonstrated that fare and financial development emphatically influenced FDI inflow however trade extension was influenced contrarily on FDI out stream. The research verified that “there was no connection between FDI and ab joblessness. The negative connection between financial development and joblessness was affirmed”.

Marika,et.al. (2007) examined work showcase discover the connection among “capital stock” & joblessness. And also, single condition joblessness demonstrates. Financing costs and speculation proportions were utilized as real factors. They found that capital stock is the key determinant of joblessness.

Mishkin and Posen (1997) inspect inflation focusing in New Zealand, Canada, Joined Kingdom, what's more, Germany. The examination finds that fitting adjusting of straightforwardness and adaptability in fiscal strategy assumes a noteworthy job in the powerful execution of inflation focusing on. The examination infers that inflation focusing on appears to be effective in Germany, Canada, and the Joined Kingdom yet the case is inverse if there should arise an occurrence of New Zealand.

Samuelson and Solow (1970) they are the only one who agreed with Phillips hypothesis And they investigates the inflation and unemployment ratio and their interconnection with each other in the US and he found that there is an inverse relationship among them and one more research examined by Solow (1970) and Gordon (1971), and the results shows that there is a negative trade-off connection between inflation and joblessness and they use the data of macroeconomic.

Discussion:

Karl Marx in his theory, “The Conflict Theory” explains that the world is controlled by domination or power and power symbolizes richness the more one is rich the more one has the power to survive or live a happy life. “Rich people either deserving or not get job easily by giving money. And they also can not be affected by inflation because they have enough money to buy expensive things. But poor people don't have money to buy expensive items or to get the job by giving Money. That's is the main reason that in today's world they Poor's are more unemployed as compared to rich people and have been utilized to clarify an extensive variety of social marvels, including wars and transformations, unemployment, riches and neediness, segregation and abusive behavior at home. So that's why poor people when they don't get jobs, they engaged in other wrongdoings such as robbery' theft ' drug-addicted to' Aggressive behavior at home and they committed suicides and in today's world most candidates burs their degrees as well”. Because of the depression, they also became criminals and kill they riches people as well because of conflict and jealousy...

The general population who are rich and intense and have a lot of cash land position effortlessly by bribe either meriting or not on the grounds that in Pakistan prejudice and money framework is winning in our national framework is presently corrupt. and then again needy individuals they meriting competitors don't employ by any organization. that is the principle reason destitute individuals they confronted the social issue like neediness and joblessness. What's more, destitute individuals they don't have enough cash to eat sustenance so they drew in into social wonders' and general ascent in the costs let them more baffled as a result of the

absence of the cash And this failure is falling prey to brutality, robbery' burglary' forceful conduct ' sedate dependent, and other wrongdoings.

Unemployment and its Effects on the Economy of Pakistan:

When the economy of a country is growing exactly the government will be able to provide jobs to general masses. When the earning of people increases ultimately their purchasing power increases. It means the flow of capital exerts in a different sector. People spend money on their daily necessities it creates a positive effect on GDP. While in the case of unemployment it will be reversed. When the unemployment rate is increased, the economy of the country already increases because there is a lot of needs and living style is disturbing. It obvious when the unemployment rate increased and the people in the country didn't get jobs and they are not working for the country so the economy gets affected if labor did not work so the economy decreased any country progress only when people of the country are employed more.

All the working hands in the country would not be used if the people are unemployed. In Pakistan there are a lot of intelligent people if they worked for the country, the country will progress a lot, but the reason is they are jobless, and which would cause more poverty and the economic effect on it a lot. Unemployment is the state of lack of jobs or any other works which provides income so joblessness is directly proportional to the failure of the economy of Pakistan as the population rate of Pakistan is very high and the financial facilities are less that's is why the resources are used but there is no equal amount of income for the use of the resource. Slowly and gradually the economy of Pakistan is weakened because there are no proper taxes regarding the use of resources.

Inflation and its Effects on Pakistan Economy:

The Lifestyle of individuals: inflation is basically broken people's lifestyle because of this they are paying more for the things that are becoming expensive day by day.

“Auxiliary measures from the government” The Pakistani government should keep the prices of the product in control, if the control the prices and arrange the budged according to the poor people but in Pakistan, these problems never faced this procedure of arranging things or product according to the demands of the poor public.

More addition to the cost of oil and Gas: In Pakistan, the most essential thing is in the ascent of the costs of oil and gas extract obligations and the expansion in the utility levy.

It is a reason for the unfavorable balance of exchange and installment. Inflation expands the rate of intrigue. It makes a ton of social disasters. It

is difficult for consumers to buy more merchandise. It creates terrible consequences for the poor work constraint. Inflation decreases the living standard and purchasing power. It is unsafe for creditors. Inflation lessens the purchasing power.

A sensible inflation rate: About 3 to 6 % rate of inflation is increasing more and that's why it becomes sensible, sensible for the people live and their way of living. Increasing inflation is at risk for their life.

Putting poor behind and rich into the front which is the main reason for the hole between the rich and poor people. This is originated from the addition in costs and it becomes a necessary part of the inflation, finishing poor life more. They are giving more jobs and pay to rich people as compared to the poor. That's why the poor are more disheartens. And rich are not getting affected by inflation they have more and enough money to use.

Inflation can be very dangerous for the economy of Pakistan because it is crossing the limits every year. It is coming like floods and storms every year. But Pakistan economy is very low they must make more effort for improving the situation of Pakistan economy and they must control the inflation, to save the life of poor people but also affect positively:

rate is 2% to 4% so

There is an increase in production due to expansion.

Inflation expands employment opportunities in the nation.

Inflation improves the procedure of economic advancement.

There is more investment in the nation at the season of expansion.

“Inflation is wherever in an economy. Its rate is high in creating nations and is low in poorly created areas. The viable activity of financial and monetary approach is fundamental to control the expansion”.

Conclusion:

The present paper addressed the unemployment and inflation issue in Pakistan and their effect on Pakistan's economy under the theoretical framework of Karl Marx's conflict theory. The findings of the study indicate that the disturbance which arises due to conflict and domination through unemployment and inflation in Pakistan is turning into different disastrous social problems such as poverty, unequal division of society into substructure and super structure of society which ultimately leads to the creation of proletariat and bourgeois classes in society. Hence, unemployment is the root cause of many other problems in Pakistan and has a negative impact on the economy of Pakistan; however, inflation has

both negative and positive effects on our country's economy. Therefore, unemployment and inflation have inversely related to each other.

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An Analytical Study of the Role of District Mianwali in Pakistan Movement:

By

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Abstract:

This article provides an important overview on Mianwali district regarding my said topic. Mianwali district has a very important significance in all aspects like historically, politically and culturally. It is very important for me to quote that it has all type of resources like lands, Minerals, weather and geographical significance. Historically, Mianwali district also has its own importance. According to my said topic, People of Mianwali indulged their best efforts in making of Pakistan. Achieving of Pakistan became their primary goal. That's why; they put their all efforts in Pakistan movement and paid attribution to Muslim league and Quaid A Azam by all means. Moalana Abdul Satar Khan Niazi was the hero of this agitation from district Mianwali. He was the man who raised the slogan of "Pakistan Zindabad" for the first time in Lahore resolution ceremony. Ameer Abdullah Khan Rokhari and Nawab of Kalabagh took part in Pakistan movement to get a homeland for the Muslims of Sub continent. Beside this, all the common people of Mianwali played an important role in Pakistan movement, that's why Muslim league secured both two seats of Mianwali constituency in 1946 elections.

Keywords: Mianwali, Movement, Pakistan, etc.

Introduction:

Mianwali had remained the part of district Bannu, but in 1901, a new district had been made with headquarter Mianwali city. Initially, it had four tahsils Mianwali, Esakhel, Bakhar and Layyah. In 1909, Layyah

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separated from Mianwali and became the part of district Muzaffargarh. Therefore, Mianwali had remained the part of Rawalpindi division but in 1963, it became the part Sargodha division in 1982, Bahar also separated from district Mianwali and settled as new district. Recently, Mianwali has three tehsils Mianwali, Esakhel, and Piplan. (Government, 1915)

Mianwali is very rich in cultural and archeological aspects as well. Ruins of Maari, ruins of Rokhari, ruins of Namal and ruins of Kafir kot are the archeological sites of District Mianwali. In the northern parts of district, most of archeological sites are there, it means there had no evidence of any populous government in southern side. So that Kafirkot is located near the Khasoor range. There are two forts, though their condition is not good, but still have maintained their originality. One fort also lies near the Kundal. Last Hindu rajas of these forts were Raja Til and Raja Bil.

Ruins of Maari also located in Maari Indus. There are two temples same like Kafirkot. Although, both are in tottering conditions but still telling the story of art and architectures of that time. Various kinds of coins have been found there with the stamping the impressions of horse and other side bullock.

Ruins of Rokhari also discovered after the retrieval of Sindh River in 1868. Different kinds of items like ivory, stenciled stones, coins and other archeological items had been found. A statue was also found there which seems likely near to Greek era rather than the Hindus. Some burnt bricks also been found there coating with white material plaster.

In the Namal, the area of khudri and salt, there found some ruins of Sirkapp era, and it is to be said that Sirkapp was contemporary of the Raja Rissalo of Sialkot. The outer wall is still existed but not in good condition. It is made on the top of hills and seems like great garrison had existed there. So up lifting water from stream to the top of hills is still a question mark. Besides this, lot of archeological sites had not been discovered which must need to be worked out. Between Namal and Sakasar, there is massive looking tomb dressed with blocks and stones and lot of encroachments have been found in this area.

Baoli of Wanbhachran was also presented there, which was constructed by Sher Shah Soori in his era. Though this baoli is not in good condition but still it is the great art of that era. A similar baoli is also presented in Shahpur. Mianwali had various names, historically its name was Hanuman later, and its name was Jamnagar and was also called Anagram. Due to its location on the bank of river, it was also called cache. In reign of Mughal

emperor Akbar, a sufi saint Sheikh Jalap u Din came with his son Muhammad Ali for the purpose of propagation of Islam and settled on Easter bank of Sindh River. At that time, whole area was under the patronage of Gakharrsand their rulers' names were Sultan Shalat and sultan Moqarab. Sheikh Jalal u Din went back but his son Mian Ali remained there. Due to residence of Mian Ali, Kachi name changed to Mian Ali (village of Mian Ali) and in Urdu called Mianwali.

Historically and geographically, Mianwali had remained the part of Sindh valley. A sacred book of Aryaans Rigveda had been arranged or written here. Aryans, then came from Siopto Sindh (Sindh River) and introduced new civilization and Gangojamna and then came Bihar and Bengal. It is said that Rigvaid was arranged at the place of "Kundri" in present, Kundri and Kundal are two cities in Mianwali. It is strongly possible that this happened in one of them. Hatred views of Aryans about inhabitants of Indus civilization who were black in color and had lightly flatted nose. From their race, Mussali are still in the still inhabitant in Mianwali. In Rigvaid, Sipto Sindh (Sindh) Kobha (Kabul) Gomati (Gomal) Kromor (Karu) Rivers are prescribed.

Garrison writes in his book linguistic survey of Pakistan, He distributed languages of Sindh valley in two parts, first Sindhi language and other Lenhdi. He writes that speaker of western language (including Mianwali) has created two sacred characters named and Ramaain and Mahabharat.

A narrative that Mahabharat had been written between 1500 BC to 1900 BC and Ramaain was arranged before Mahabharat. At that time there were two strong states Gandhara andKekya. Sindh River, a very important character of was from Kekaya. According to Mahabharat, there were a strong conflict between two families Kroo and Pandoo, after the defeated from kroo, Pandoo went to forests. These all happened in Mari Indus in Mianwali. At the time of arrival of Islam, in Arab, there were strong influence of Buddhism in Punjab and Sindh. In the seventh century, it became a center of their attention of governors of Banu Umyaya. In the reign Hazrat Amer Muavia R.A, Abdu Rehnem Bin Samra was the governor of Seistaan, He conquered Kabul. A sardar of his army Muhlib Bin Safra came Sindh valley routing Kabul and Peshawar. There was a strong fort on the western bank of Sindh River in Mianwali. It was under the patronage of Kashmiri Hindus. The name of raja of this fort was tall, according to research of prof. Malik Muhammad Aslam, this fort was conquered by Muhlib bin Safarain 44 Hijra. There are many graves still there in front of main door of fort. Mostly wall of fort are saved and in

good conduction. In the fort, a Mandor is also available, according to Waliullah khan; these are Manooti manders and her worship of Sihvakiwas being done by Hindus. In Chajnama, there is a description of a state which name was Suveira and it was located between the area of Multan and Kohistani namak and Mianwali was the part of this area.

From the 10th century to mid of 18th century, this area was played a role of gateway to all Afghani and Turk invaders. In this area, Islam spread faster in the reign of Ghoris. Many tribes of Niazi came and settled Easter bank of river and Mianwali history starts from this reign. According to “Tabqata Nasri”, after the defeat from Changiz Khan, Jalaludin Khawarizami came Mianwali; he resided in Kolorkot for some day and went to Faris by routing Sindh.

Ameer Taimoor selected the desert area named (Choli Jlal) to reach Multan. Babur used the same way to reach Bheera.

Shershah Soori also came in Mianwali, a monument of his still available in Wan Bhachran Mianwali in shape great well. In 1738, Nadir Shah entered in Bannu and from there, he came in Rokhari and resided for two months. He attacked on the city of Gakhars named Munazam Nagar. Ahmad Shah Abdali also defeated Gakhars in Mianwali. Graves of Sadozoi invaders are still in graveyard of Wandhi ghundwali who were killed in that war. A kutba (plate) is fixed stenciled with name Prince Suleman. (Khan, 2015)

If we see district Mianwali in pre historic era, we come to know that at that time how the importance it had. According to Yaya Amjad, Dara1 sent his professional adventurer named Skylax to Sindh valley for information that how travelling would be possible through Sindh River. According to Herodotus, he came from Patokia travelling along with Kabul River and reached Sindh River. At Kalabagh, He started to travel by boats. So, in early history of Mianwali Kalabagh a city of Mianwali has mentioned. After the adventure of Skylax, Dara occupied on this area and he made Sindh valley as his 20th district of his empire. (Amjad, 1997)

When Barvia was killed by Dara1, many states of his under control rebelled against Dara army like the state of Elam, Babul, Maad and Arminia. Rebellion effects also had been found in Persia the capital state of Dara. Researcher described that during this mutiny, people of Thathagush also picked arms against Dara army. This Thathagush area which the Greek historians mentioned it as Sattagadae. So, the different views have been found in historians about its location. Budhparkash have

mentioned it as the part of Gomal valley. According to him that Thathagus that the land of seven rivers. He also copied the thoughts of Toin Bee that Thathagush had not called Punjab or whole Sindh valley; it was just part of District Sindh valley.

Yahya Amjad analysis this debate about Thathagush that the whole area of Punjab and Sindh which conquer by Dara, Thathagush was the only area of Mianwali and Esa Khel. This area was called Thathagus.

Harz field also writes that, Hakha Manshi had made pictures of mountain and sketched on stones, people of Thathagus were also seen by wearing dhooti. According to AelofKero, word Khattack is derived from Thathagus. Therefore, the inhabitants of Thathagus, people called Khattack.(Core, 1958)

According to Budh Parkash who copied Herodotus, the other area of Sindh was Hirravatash. Greek writers called this area Arakosia and later it called Daman and Thamonai. According to Toyn Bee, the areas there now a day Saraiki language is spoken, were consist of Arakosia. According to Yahya Amjad that, “personally I think the word Saraiki feels from word Arokosia”. In formally Saraiki language is the language of Sarrai nation. Herodotus described that empire of Dara had also these two concentered area under his empire. He gave the Pakkosati as thirteen numbers and Thamani as fourteen. SofPakto was the area of Pathans and Thamnai are Daman were Saraiki”. (Amjad, 1997)

Mianwali district also had been remained a center of Gandhara and also the part of Dara empire. Ghandara civilization was consist of Pothohar, Hazara, Rawalpindi, Attock, Jhelum, Mianwali, Khushab, Bhakkar, Layyah and Muzzfargarh. One more strong narrative proving Mianwali as Historical district that According to yahya Amajad, “Chandar Gupt Morya was born is Pipliwan means jungle of Chillis. Now Piplan of Mianwali is the various shape of Piplidan. So, the Piplan is the birth place of Chandar Gupt Morya, the founder of Moyria Empire”. Yahya Amjad also narrates that, Maha Bharat was arranged at the place of Kundal. So Kundal which is in tahsil Esa Khel is also a historical city of Mianwali. (Amjad, 1997)

If we see the inhabitants of Mianwali, many tribes are existing in Mianwali. If we see the clain of Niazi tribe, we able to know that Niazi are from Pathan tribes and Lodi's were their ancestors. Niazi was the son of Ibrahim Lodhi and then had three sons Jamal, Khaku and Bahi. The whole Niazi tribes are from this ancestral chain. Niazi tribes were spending pastoral and vagrant life and they always had remained in findings of

water and grazing fields. So here, on the bank of Sindh River they settled here after the displacement from Tank and Sulman Khel area. All sections of Niazi tribes settled in the different part of district. Wattakhel, Ballukhel and Shgah bazkhel were settled in Mianwali. Tajakhel in Moch, Musa khel tribes settled in western side of dhak hills and Sultan Khel tribes were settled in Northern hilly areas of district Mianwali. (Khan G. A., 1988)

If we see the settlement history of Niazi tribes in district Mianwali, few miles away from city Mianwali there was a site named Muazam Nagar and rulers of Muazam Nazgar were Ghakars. Mughal king Akbar awarded his Ghakkar chief this land and area to his. Therefore, Ghakkars dominated the upper areas of district. During the expedition on Delhi of Nadir Shah in 1738-39, he passed there and expelled the Ghakkars to the eastern side of Muazam Nagar. At the time of Ahmad Shah Abdaali in 1748, a lieutenant of Abdaali army snatched this area from Ghakkars and Niazi tribes took over the control of this area. They settled there but due to family clash between Musa khel And Sultan khel tribes, Musa khel tribes migrated from Muazam Nagar and settled the western side of Dhak hills by expelling the Ghakkars more to the eastern side of Dhakk hills. Muazam Nagar was fully destroyed by expanding the Sindh River in 1870.

So actually, Niazi tribes permanently settled there about 250 years ago. In the reign of Sher Shah soori, Sumbal Khel tribes and Habatkhan a commander of Soori army fought a war. Sumbal Khel killed a nephew of Sher Shah named Mubarak shah due to some immoral acts. Mubarak khan was the son of slave woman. He wanted the hand in marriage of the daughter of chief of Sumbal tribe. The chief refused to do so because he had already huge haram with many women. However, Mubarak shah gave a harsh warning. Therefore, for that reason Sunmbal family killed Mubarak Shah. After the death of Shershah soori his son Islam Shah Soori took over the charge of Soori government. He sent Haibat khan to Sunmbal tribes for the revenge of Mubarak Shah. About nine hundred men of Sunmbal tribe were killed in that Massacre war by Soori army and remaining left this area to save their lives. It is very necessary to mention here that Ancestor of All Niazi tribes was Sarhang except Sumbal Khel. (Caoroe, 1958)

Awan tribes are also the resident of District Mianwali, it has huge population in Mianwali, Khushab, and Chakwal districts. Different narratives have been discussed in research thesis. Ancestral blood of Salar Qubat Haider Shah had chosen the name of Awaans. Before this, Awaans were called as Alvi Awaans. All Awaans writers listed Hazrat Sultan Baho

R.A (Jhang), Khawaja ShamsudSialvi (Syal sharif), Hazrat Baba Sajawal (Mansehra) and Hafiz Muhammad Ibrahim (Soon Sakasar) in Awaan Tribe.

Awaan writers also claim that the purpose of the arrival of Alvi Awaans were the propagation of Islam. They also claim that in the era of Mehmood Ghaznavi, when he invaded on Sindh and Multan, ancestral blood of Alvi Awaans was the ruler of Multan. At that time, offsets of Hazrat Ali were not called Awaans but Alvi, Muhammadi and Umari. However, they all are offsets of Hazrat Ali R.A, so they all deserve to call Awaans. (Hussain, 1986)

Quraishi, Mashadi, Bhachars, and some other castes are also resided in Mianwali district. Mughals and Baloch tribes are also there. Arrival of Baloches in Mianwali had occurred in earlier, they related to ruling race. So on their arrival, they snatched the land of local Jatts by power and in some areas, and they bought it. In recent, a very less population of Buchesis resided in district Mianwali. They are resided in Mohalla Balochan and some families are settled in mohalla Hashim Shah. Most population of Balochs are settled in Dab Balochan and Piplan. These Baloches called Jatt Baloches perhaps they are from Jatoi Baloches, some of Lashari Baloches are also settled in District. (Chalesjel, 1916)

Now comes to administration of of Mianwali before the partition of subcontinent In the final report of third regular settlement of district Mianwali in 1928 which was prepared by Sardar Ganda Singh, which was the chief in charge of that, settlement operations at the time of settlements of district Mianwali. He described about district Mianwali widely and briefly. He also mentioned Tehsildars, zaildars and other administrators at that time. So that, it was very effective work on it as that contemporary. For the settlement, he described the main two areas. Before the partition, the main source of communication and transportation was railway. Roads were not existed at that time so that, the main travelling source were railways. However, trading through Sindh River was also being done. Boats and local ships were used to transport their goods from Kalabagh, Mianwali to Lower Sindh and vice versa. Road transport was not up to required level. Farmers used formal ways to cultivate their crops. No authentic and scientific methods were used at that time. Lack of machinery was the main issues at that time with farmers. Therefore, the cultivation of ordinary and old ways, the crop production rate was very low at that time. So, all goods and crops were transported by railways, and were by the river. (Singh, 1928)

People of Mianwali played an important role in Pakistan movement. Maolana Abdul satar khan was the hero of this agitation. He was president of Muslim student federation. His significant role in agitation led it to its destination. He was the close friend of Quaid A Azam and had attached with Muslim League until the creation of Pakistan. He secured his seat in Mianwali constituency in the elections of 1946. Ameer Abdullah Khan Rokhari was also a member of Muslim league. He removed the union Jack from DCO office Mianwali during a rally. He was put into the jail until Khizar Hayat Khan Tiwana released him to press ganged by public.

Nawab of Kalabagh Malik Ameer Muhammad khan was also firm member of Pakistan Muslim league. He played the vital role in the succession of both league members in Mianwali in elections of 1946. All the religious and political embodies played the important role in Pakistan agitation. Hakeem Abdul Rehman participated in Delhi convention of Khaksaar party. He travelled from Mianwali to Delhi by keeping shovels on their shoulder on bicycle. When fire was opened on the convention by the order of administrators of government, these sons of Mianwali were also there. This was occurred in the start of March 1940. The people of Mianwali condemned this massacre. A strongly and historical protest procession was taken out in Mianwali.

Saraiki poets of Mianwali played a vital role in Pakistan movement. This movement stated from Akbar Chidarvi who was great Saraiki poet. He was banned by DC to say verses especially which helped in Pakistan movement. In the tale of Heer and Ranjha, he loved the character of Kedu. He made disrespect of Heer. According to him, that Heer had no right to cause disrespect for her parents and her husband after the marriage. He also legated the Rangha that he had no right to keep eyes on other women. He called his as Kanjar (characterless). According to his poems, Kedu was the symbol of respect and modesty. Beside it, he was weak and handicap from one leg, he instigated the people for honor and respect. He was bitter enemy of British. He could not say verses openly due to banned by British's government (Anjam). Therefore, all the embodies performed their best role as they could.

Literature Review:

The Punjab tragedy by Prof. Barbara Singh 1949; in this book; the writer highlighted the all the factors about riots in Indo-Pak especially in Punjab. In this book, the writer highlighted disturbance during partition that occurred in Punjab. The writer highlighted looting occurrences that

occurred in most of the districts of Punjab like, Multan, Muzzafar Gharh, Bahawalpur state, Gujarat district, Gujranwala, Jhang, Jehlam, Lahore, Lylypur, Montgomery, Dera ghazi khan, Shekhupura and Mianwali related to my said topic.

Tareekh-e- Pakistan by Yahya Amjad; Yahya Amjad was very renowned historian of Pakistan was born in Kundian district Mianwali (1943-1997). His work for history was amazing. He wrote Tareekh-e- Pakistan qadeem vol 1 and vol 2 about central era. Therefore, in his second volume he gave the detail history of all invaders who invaded in present area of Pakistan started from Alexander to end of Mughal rules. He not only prescribed the war skills of invaders, but also their administrator reforms in this area, in his topic, he described pro to Pakistan which according to him, recent Pakistan covered between Indus valley and Ghandara civilization which Kashmir were also included. He briefly graded the rules of invaders era vise. He started from Alexander his aggression, war with Poras, mentioned Taxila University.

Punjab districts gazetteer (vol XXA) by Punjab government in 1916; in the gazetteer, which was published in 1916 has given the detailed history and geography of district Mianwali. In my research, gazetteer would be very useful to introduce district Mianwali, its history and administrative activities. In the gazetteer, briefly images had shown of district Mianwali and given the details of clan of families who were the inhabitant of Mianwali. In imperial gazetteer also described the ruins of Kafir Kot, Mari hills and old sight of Rokhari. It also has given the details about minerals in Mianwali, agriculture, weather, boundaries of district and detail description of towns tehsils and about their inhabitants.

Tareekh-e- NiaziQabail by M. Iqbal Khan Tajakhel; Muhammad Iqbal Khan Tajakhel was a renowned historian and researcher of Mianwali. His marvelous work on Tareekh-e Niaziqabail was amazing. His book, Tareekh-e-Niaziqabail has six editions; in all his editions, he wrote brief history of Niazi in South Asia. He mentioned how Niazi's came in Mianwali and their era also. He mentioned the Niazi's appointed at the key posts in the era of different rulers. In his book, he also gave the genealogical clan of Niazi's either settled in Mianwali, Lukki, Di Khan, Taank and other parts of the country. He also mentioned history of Niazi tribes and their arrival in Mianwali.

Tareekh a Mianwali by Dr Liaqat Ali Khan; Dr Liaqat Ali Khan has done the great work by writing this book. He explained widely about the all

aspects of district Mianwali. He described culture, history, geography, sports, culture, its leaders, administration and all other aspects he well tried to cover in this book. He also has given the touch about tribes in Mianwali in this book. He also has discussed in this book about Saadat of Mianwali, Sultan khel tribes and other tribes that are living in Mianwali. He also described all the famous areas of Mianwali like, Esakhel, Kundal, Maarri Purr, Sikandaabaad, Mouch, Chidru, Chikrala, ChashmaBeraj, kundian, Waan bharaan and Shadia etc.

Tuhfatul Awan by Shah Dil Awan: This book published in 2016 in Rawalpindi, a very renowned writer of this book named Shah Dil Awan. He described briefly the Awan tribes in his book. As we know Awaansare second large tribes after Niazi in Mianwali district. So this book would be very helpful to describe Awaan tribes in all aspect like origin, race and tribal chiefs etc.

Conclusion:

This was all about my said topic that I have tried to express the tremendous efforts of public of Mianwali during Pakistan movement. It was movement that mobilized the people of Mianwali for the first in political aspect. In my research thesis I have mentioned all the eminent personalities that participated in Pakistan movement. Ameer Abdullah Khan Rokhari and Moalana Abdul Sataar Khan Niazi elected the members on league tickets in Mianwali constituency in the elections of 1944. In 1935, Allama Niazi wrote book along with Mia Muhammad Shafi on the topic of what is Pakistan and how will it possible to its destination. In this book, every problem regarding in kilafat theory was enlighten (Qasoori). Nawab of Kalabagh Malik Ameer Muhammad supported them in elections. Malik Fateh Sher Jhummat was the head of all polling agents from Muslims side in Mianwali. Therefore, public of Mianwali cooperated well with league leadership. Moalana Abdul Satar Khan Niazi was the hero of this movement in Mianwali. Amanullah Khan and Zafarullah Khan Sherman kel were the active members of All India Muslim league. Ameer Abdullah Khan was the person who removed the union jack from deputy commissioner office in Mianwali. Hakeem Abdul Raheem Khan Khanki khel travelled from Mianwali to Delhi on bicycle to Delhi convention. In the president ship OF Maolana Niazi, Muslim Student federation organized the Lahore resolution ceremony.

Muhammad Khan Advocate was also a personality of Muslim League. He was very active, enthusiast and intellectual member of Pakistan

Movement. During the election of 1946, he became the lawyer of every Muslim league candidate without any fee. According to Anwar Kamal lodhi that, "I am very thankful to Mr. Muhammad Khan Advocate who has given me the important legal advices during my Buldia elections". Ameer Abdullah Khan Rokri, Malik Fateh Sher and Nawab of Kalabagh and Khan Muhammad advocate played the vital role believer of Pakistan theory the friends of everyone. (Khan D. L., Tareekh A Mianwali, 2015)

Miana family of district of Mianwali played vital role in Pakistan Movement. Mianas are ancestral bloods of Mian Muhammad Ali from which Mianwali name invented. Therefore, these are all offspring's of Mian Ali and his son Mian Zakria Sultan. The shrine of Mian Zakria Sultan is situated in the western side of city near to Sindh River. Therefore, Mian Zakeria Sultan Sofi (saint) all the Muslims inhabitants of Mianwali respected him as a holy man and Watta Khel of Mianwali devoted him lands. Later the famous personality raised in Miana family named Mian Muhammad Akbar Ali. This was the person who constructed the mosque at Ballokhel road and a Madrassa. Moreover, all were performed well during Pakistan movement as they could.

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Religiosity and Emotional Stability: A Comparative Study of Gender Groups

By

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Abstract:

Present study was aimed at examining the relationship between religiosity and emotional stability in the adults of Quetta city. The study also explored differences in the level of Religiosity and Emotional Stability across gender groups. Correlational research design was adopted to compare the levels of Religiosity and Emotional Stability of men and women in the sample. It was hypothesized that there will be a significant relationship between the variables and that women will be more religious and less emotionally stable as compared to men. Religiousness measure (Fayyaz, Kamal, & Ambreen, 2010) and adapted version of Neuroticism subscale of International Personality Item Pool (Mushtaq & Ambreen, 2018) was administered to compare the differences. A sample selected through convenience sampling including 80 participants (n=43 for men & n=37 for women) from literate population of Quetta city participated in the study. Results showed a significant ($p < .05$) relationship between Religiosity and Emotional Stability. Furthermore, non-significant differences were found in the levels Religiosity and Emotional Stability among gender groups.

Keywords: Religiosity, Emotional Stability, Neuroticism, Gender Differences, International Personality Item Pool

Introduction:

Religious affiliation is one of the major cornerstones of traditional monotheistic societies where religious principles are not only followed steadfastly; the overall religious affiliation of people within a society is applauded. Monotheism appears in various versions, predominantly Judaism, Christianity and Islam. This attachment to religion has varied in intensity over many periods of time. From staunch reverence of religious

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compliance to moderate religiosity and then to vicious hostility it continues to evolve. Social and behavioral scientist throughout the world have been interested in evaluating and measuring this evolution.

Although many studies have evaluated religiosity in a broader perspective covering all monotheistic beliefs, this study is particular to Islam. From an Islamic perspective faith cannot be calculated as all actions are rooted in intentions and there is no definite way of measuring intentions. But since Islam advocates freedom in religion (Qur'an 2:265) and religious practices are completely voluntary, practicing them can signify religious affiliation to a great extent. This study has been conducted within a Muslim population using a measure particularly designed at measuring Muslim religiosity. Within this context religiosity, does not equate faith or Eman. It only measures following the commandments particular to Islam.

While there are variety of ways in which levels of religiosity may vary among individuals, gender is one of the most prominent one. Multiple studies propose the hypotheses that women tend to be more religious than men (Miller & Hoffmann, 1995). Data from Pew Research Center reveal that Christian women globally appear to be more religious than men. Research proposes many reasons for this finding. For instance, women tend to be comparatively cautious and men, risk takers (Miller & Hoffmann, 1995). Interestingly, data from Pew Research Center also reveal that there is no significant difference in the religiosity of Muslim men and women. Firstly, this finding itself is intriguing and inspires further investigation. Secondly, religiosity has been known to counter negative personality traits like psychoticism (Francis & Katz, 2006) and induce resilience against various psychiatric disorders like major depression (Kasen, Wickramaratne, Gameroff, & Weissman, 2012). Moreover, it stimulates positive personality traits like conscientiousness (McCullough, Tsang, & Brion, 2003) agreeableness (Saroglou, 2010), subjective well-being and hope (Nell, Rothmann, & Nell, 2018). A meta-analysis even went as far as suggesting that conscientiousness and agreeableness predict religiosity (Saroglou, 2010), supporting the idea that not only does religiosity bring about decency, rather a decent disposition will result in an inclination towards religiosity. Given this interesting finding, many other variables associated with religiosity should follow the same pattern. This study particularly emphasizes and investigates the relationship between religiosity and emotional stability in men and women.

Emotional stability is an individual's tendency to remain calm under challenging life circumstances (Goldberg et al., 2006). It falls under the

neuroticism category of the five factors Model of personality and is in fact the polar opposite of the same. Individuals exhibiting high neuroticism will have low emotional stability and vice versa. It has also been found that individuals who are high on both religiosity and emotional stability were more likely to engage in organizational citizenship behavior and this in turn resulted in lower levels of workplace deviant behavior (Ahmad, Omar, Radzali, & Saidu, 2016). It is assumed that since Islam advocates predestination and trust in the power of Divine Being individuals with high religiosity will exhibit greater emotional stability in face of stressful life events. This relationship has been both supported (see for example Agrawal, 2015) and refuted (see for example Francis & Katz, 2006) in previous researches. But since there is a difference in the religious affiliation of the above-mentioned studies (one being conducted on Muslim population and the other on a Christian population in Israel), an attempt is being made to reinvestigate this issue further and to explore whether there really is a difference among the levels of Religiosity and Emotional Stability in gender groups.

Significance of the Study:

Studies from Pew Research Center reveal that there are differences in the levels of Religiosity in Christian men and women. But as far as the Muslim population is concerned, the difference is negligible. Firstly, this study will investigate whether or not there are differences in the levels of religiosity among gender groups. Secondly, this study will explore the levels of Emotional stability in the sample attempting to reveal if there are differences within Gender groups. Although Emotional Stability has widely been studied before, to our knowledge this construct has not been investigated along with religiosity within Baluchistan. This study will serve to fill this literature gap. Lastly, Baluchistan comprise mainly of tribal communities of various ethnicities converging and cohabiting in Quetta city. This study will be a fruitful addition to social psychological literature in how demographically diverse population report on being Religious and Emotionally Stable.

Hypotheses:

H1: There will be significant relationship between Religiosity and Emotional Stability.

H2: There will be gender differences in the levels of Religiosity and Emotional Stability.

Method:

For the sake of drawing comparisons among men and women cross sectional research design was adopted followed by correlational research method so that comparisons could be established.

Participants:

The research sample comprised of 80 participants ($n=43$ for men & $n=37$ for women) with qualification ranging from intermediate to M.Phil. level. The sample was recruited from colleges and universities of Quetta city following convenience sampling method.

Procedure:

Ethical considerations were taken into account by informing the participants about the purpose and scope of the research, ensuring confidentiality of their data and stating their right to withdraw at any stage of the research. Moreover, signed consent was obtained from all before commencement of the research.

Research Instruments:

Religiousness measure of Fayyaz, Ambreen, and Kamal (2014) was used in this study. The scale has 17 items with four subscales namely Religious Involvement, Religious Influence in Daily Life, Religious Faith and Optimism. The second measure used was Neuroticism subscale from International Personality Item Pool within its Urdu adaptation (Mushtaq & Ambreen, 2018). This scale has 20 items. It should be noted that the scale is named Neuroticism, but it simultaneously measures Emotional Stability as both constructs are polar opposites. Respondents were requested to fill out the questionnaire comprising of the consent form, demographic sheet, Religiousness Measure and Neuroticism subscale.

Results:

First and foremost, scales were analyzed to check Cronbach's reliabilities. Religiousness measure exhibited reliability of .74. Subscales of this measure including religious involvement, religious involvement in daily life, religious faith, and optimism exhibited alpha reliability of .64,

.74, .37 and .35 respectively. Neuroticism subscale was found to have alpha reliability of .87.

Secondly, the demographic information of the sample was explored, details of which could be found in table 1.

Table 1
Detailed Demographics of the Study (N=80)

Demographics		Frequency	Percentage
Gender	Male	43	53.8
	Female	37	46.3
Qualification	Intermediate	37	46.3
	Graduate	20	25
	Masters	9	11.3
	MPhil	14	17.5
Religion	Islam	80	100
Socioeconomic status	Upper class	3	3.8
	Middle class	73	91.3
	Lower class	4	5.0

The next step was to test the first hypothesis of regarding the relationship between Religiosity and Emotional Stability. For this purpose, Pearson's Product moment correlation was run. Details are shown in table 2.

Table 2
Inter Scale Correlations for Participants Score on Religiousness Measure-RM and Neuroticism/ Emotional Stability Subscale-N (N=80)

Scale	1	a	b	c	d	2
RM	-	.81**	.82**	.56**	.42**	-.26*
RI		-	.57**	.35**	.22*	-.31**
RIDF			-	.29**	.02	-.16
RF				-	.90	-.18
O					-	.08
N						-

Note. RM= Religiousness Measure; RI=Religious Involvement; RIDL=Religious Influence in Daily Life; RF=Religious Faith; O=Optimism; N=Neuroticism * $p < .05$. ** $p < .01$.

A significant correlation of .26 ($p < .05$) was found between Religiosity and Emotional Stability supporting H1. Note that the table

indicates this relationship to be in the negative direction. As discussed earlier, the subscale measure Neuroticism on the high end and Emotional Stability on the low end. So, a positive correlation will signify a relationship with trait Neuroticism and a negative correlation with trait Emotional Stability. However, the strength of this relationship will remain constant. Further, significant correlation with Religious Involvement subscale is also indicated.

To test the second hypothesis regarding gender differences in Religiosity and Emotional Stability, independent samples t-test was run to explore differences in gender groups. See table 3 for details.

Table 3

Differences in Mean and Standard Deviation of Men and Women on Religiousness Measure and Neuroticism/Emotional Stability subscale (N = 80)

Scale	No. of items	Men (n=43)		Women (n=37)		t	p	95% CI		Cohen's d
		M	SD	M	SD			UL	LL	
RM	17	57.1	7.2	58.3	6.9	-	.46	-	1.99	.17
						.74		4.36		
N	20	51.2	12.5	54.3	17.3	-	.35	-	3.53	.20
						.93		9.83		

Note. RM = Religiousness measure; N = Neuroticism Subscale

The result reveals non-significant differences between Religiousness Measure and Emotional Stability of men and women within the sample refuting the hypothesis (H2) that there will be gender differences in the levels of Religiosity and Emotional Stability of men and women. There is a small effect size for both variables (.17 and .20) showing that there is low generalizability of the result.

Discussion:

Two forces have reduced the focus of psychology on religion. First is the abandonment of soul as a focal point of investigation and second is the advent of atheism as a prominent school of thought. Though not in vogue, the contemporary literature views religiosity from many angles. Personality Psychology for instance, investigates the issue in the contexts of it having implications on mental health (Yoon, 2006), Cognitive

Psychology as having effects on analytical thinking (Jack, Friedman, Boyatzis, & Taylor, 2016) and so on.

Within societies where religion appears to hold a significant place, it may influence not only the livelihood but the personalities of the people as well. It therefore was a primary variable of the study. Emotional stability on the other hand has been studied in context with personality from quite some time now. To our knowledge religiousness has not been studied along with it but in one instance (Agrawal, 2015) and that too in India which leaves a gap in literature.

To our knowledge this study is one of its kind in the given population. Since religion is heavily relied upon in this population it requires to further explore this construct. If there is indeed an indication of religiosity correlating or even enhancing emotional stability it could prove to be a reasonable source of developing emotional stability in people lacking it. It could easily invoke a stable emotional development in youth as well as adults who struggle with poor emotional coping skills and even be used as an interventional program in extreme case scenarios.

Limitations and Suggestions:

Like all other studies there are limitations to this one as well. The sample size of the study is too small to generate significant generalizations. Further studies should be conducted to fill this gap and give a clearer indication of prevailing cause and effect. Another limitation is the possible social desirability effect in the responses to the religiousness measure. In the future if there is a research on the topic, there should be a scale or any other measure controlling the confounding effects of social desirability.

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Russian Intervention in Syria: Regional and Global Implications

By

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Abstract:

This article explains the Russian interests in Syria with respect to their historical alliance during the Cold war, how the two states were allies and USSR supported her in terms of military and economy. And how Russia is determined to protect her naval base Tartus that has substantial geostrategic importance for Russian navy, but her presence in the Mediterranean Sea is perceived as a threat in some states like Israel that might be cause of a future conflict between them. It also tries to explain Russian fight against the Islamic militancy. Another hidden reason for the Russian involvement in Syria as why Russia does not want a regime change in Syria could lie in the Russian economy. If Al Assad's regime is changed a gas pipeline from Qatar to Europe will cause a serious trouble to Russian economy because Russia is the sole exporter of gas to Europe.

Keywords: Syria, Civil War, Russia, Interests, Gas, Militancy

Introduction:

Arab spring that plagued the Middle Eastern region has engulfed hundreds of thousands of innocent civilian lives and much more to flee their homeland in search of surety for their lives. A small-scale demonstration that started with the suicide of Mohammad Bouzizi in Tunisia in 2010 soon spread throughout the region with much greater intensity. Bouzizi's suicide sparked a revolution in Tunisia against the tyrannical and oppressing regime of Zine el-Abidine Ben Ali. Ben Ali as a longtime ruler of Tunisia failed to give liberties, job, rights etc. But comparing the

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casualties in Tunisia of those caused in Egypt. Libya and Syria are far less. And this wave of revolution spread to Egypt. Hosni Mubarak of Egypt was accused of the same tyrannical oppression, unemployment, and poverty in country as of Ben Ali. Protestors demonstrated against the government ill policies and were faced with brutal suppression by the government. As demonstrations grew in intensity and in number they became of more political nature. People started to demand constitutional amendments under which no future president could stay in office for a long time like Hosni Mubarak. The role of social media is of great importance in Egyptian uprising against Hosni Mubarak because it was social media that mobilized people on a larger scale. These waves of revolutions didn't end with Egypt and soon similar demonstrations began in Libya. The Libyan government witnessed the powers of these protests and decided to suppress them violently before they could even gain momentum. As so it happened those police killed a few peaceful demonstrators and in retaliation protestors killed several policemen. This all turned out to be extremely violent. Colonel Muammar Gaddafi the dictator of Libya made sure that these uprisings against him are ended but these turned into a rebellion against him. The loyalists of Gaddafi had access to military hardware and killings of these rebellions became a routine. Gaddafi even restricted the internet so that no demonstrations could be organized through social media. It was then the great powers decided to intervene in Libya to stop the bloodshed of innocent lives. The NATO led aerial bombardment of Libyan forces along with the help of USA and rebels on grounds restricted Gaddafi to Tripoli and some western areas. On October 20, 2011, Gaddafi was killed in his hometown Surt. thus, ending the longest reign of dictators in Middle East. (Anderson, 2011)

Assad is backed by Russia and Iran and rebels are backed by Saudi Arabia and USA (Black, 2015). Here rises a question what Russian interest that made Moscow to take such stances. It is not easy to decipher the exact motives of Vladimir Putin to back Al Assad but one could guess that Syria has been a lifelong ally of former USSR especially during the cold war. This historical alliance could be one of many reasons why Russia is prepared to do anything to maintain the status quo in Syria. Another important reason is that Russia wants to get rid of the Islamic extremism that's gaining its roots in the shape of ISIS. This Islamic militant group is causing serious troubles for the Russia in Central Asian Republics and in Afghanistan. After the disintegration of USSR, Russia lost important naval and trade seaports as an independent Ukraine emerged. One could argue that after years of isolation Russia is now back in international politics and

is displaying her strength militarily and politically and she now feels a need that world also acknowledge that Russia is the emerging as a great power. Tartus is the main reason why Russia intervened in Syria in the first place. It gives Russia an access to Mediterranean Sea without involving Turkey. Also, the strategic importance is great for Moscow. Syria has been under the Russian influence since 1970s and Moscow wants to keep it like that because there are not many friends left for Russia. Russian intervention in Syrian conflict has economic reasons too. The weapons that Al Assad's forces are using are also bought from Russia. Weapon sales to Syria helps in the growth of economy and these weapons are transported to Tartus from where they are taken by the pro Al Assad forces. This again high lightens the importance of Tartus for Russia. If Al Assad's regime falls, Russian economy will be in serious trouble as Qatar will be able to build gas pipeline from Syria to Europe and Russia does not want this to happen as Russia is now the sole exporter of natural gas to Europe but with Qatar in business Europe will naturally prefer Qatar over Russia to lessen their dependency on Russian gas so it is vital not only for strategic purposes in Mediterranean Sea but for economic reasons as well that Russia supports Bashar Al Assad.

Russia's Fight against Islamic Militancy:

The issue of Islamic Militancy in shape of ISIS, IS-IL, Al-Qaeda is growing concern to almost every state in the world. Speaking before U.N General Assembly, Russian President Vladimir Putin indicated of a need of a global coalition against ISIS and urged the international community to act together with the Syrian government against this rising threat. Although many American scholars believe this to be a front for Russian providing support to Bashar Al Assad's forces against rebels. USA has accused that the military support that Bashar Al Assad is receiving from Russia, Iran and Shia Militia is to eradicate the resistance and rebellion. There have been reports that the air support Russian Air Force is providing has mostly targeted rebellion bases instead of ISIS.

However, the western media portraits Russia's intervention and war against ISIS, Russian forces had some victory in getting areas that were under IS control. In March 2016 Bashar Al Assad's forces took back control of city of Palmyra. Similarly, later that year in December Russian fighter jet targeted 3 ISIS hideouts in northern Syrian town Al -Bab. With defeat of ISIS in Mosul, Russian Naval Admiral Grigorovich class frigate was dispatched to carry out attacks from the Mediterranean Sea on Raqqa, Syria on ISIS stronghold along with the support of Russian Air force. (Hollow, 2017) The retaliation against Russia is quite natural and so it

happened that Islamic militants targeted a railway station in St. Petersburg and further attacks are expected. It is important to understand that ISIS today is not limited to a region or to a group of people. Traces of ISIS presence is detected throughout the world. Russia wants to deal the source of this militancy i.e. to tackle it from the place of the origin. ISIS has been recruiting youngsters from every state specifically Afghanistan and Central Asian States. These recruits under different banners but working for same ideology and same parent organization have been carrying out activities in Russia. Especially in Chechnya the number of recruits that are joining the Jihad in Syria is very high. There is a common element of hatred against the Russian authorities because of their suppression. For example, two Chechen women in 2010 blew themselves in Moscow; in 2002 Chechen insurgent killed 170 hostages in a theater in Moscow. Putin administration believes that this question and challenge of insurgency can be dealt by elimination the source of this radicalism and militancy.

In a way, this step of Russian administration to wipe out the extremist element is appreciable. This problem has long been a headache of every state and hundreds of thousands of lives have been claimed by the growing extremism. Although Russian administration has taken advantage of the situation of by supporting Bashar Al Assads' forces against the rebels, but they indeed have worked diligently towards eradicating the extremist element. Russia's decision to support Bashar Al Assad's forces is manly to protect her national interests. If Bashar Al Assad is removed from power today Russia will lose an important naval base in the Mediterranean Sea because of which Russia intervened in the first place. Another aspect of Russia's willingness to fight against ISIS is to show her military might to the world. But then again this is another aspect of Russian intervention, so either Russia is fighting ISIS to genuinely get rid of extremist element or her fight against ISIS is a cover to her military support of Bashar Al Assad's army or is her way of showing her military might is still a debatable question.

Russian Naval Base in Syria; Free Entry to Mediterranean:

Despite the fact stated above the historical alliance between Syria and Russia, they both were not as close as they are now in the early years of Putin. Rather it improved suddenly in 2005 (Katz, 2006). So what were the factors that made such a substantial change in Russia's foreign Policy? And the reasons were firstly, Moscow was capable of persuading Syria to have better relations with her neighbor. Secondly Tartus was the only naval base Russia had in Syria which was her access to Mediterranean Sea. Thirdly Syria was prepared to buy weapons from Russia and Russia

was prepared to forgive a portion of debts Syria owed to Russia in Soviet Union era. (Katz, 2006). The Tartus was built in 1971 during the Cold War so its importance to the Soviet Union was great even at that time. The prime objective of the base was to provide support and logistics to the fleets in Mediterranean Sea. (Kommersant, 2007). After the disintegration of Soviet Union in 1991 the base was under the command of Russian military and after Putin came into power its strategic importance was realized once again. For that Putin played a master stroke of diplomacy and cunningness. Debts that Syria owed to Russia were about \$ 13.4 billion out of which Russia agreed to forgive \$ 9.6 billion. How Putin administration went to great lengths to protect Russian interest in Black Sea same is the case with Mediterranean Sea. During Libyan intervention by NATO led forces, Russia didn't use her veto in Security Council but in Syria, Russia is extending every kind of help to protect Al Assad and her interests. Like Russia annexed Crimea into to protect her naval base at Sevastopol. Russia isn't a land locked state so why it felt the greatest urge to have control over these bases. The reason for their utmost importance lies because these are deep warm waters. Russia has naval bases too that faces Europe but they are not operational in winters. Another important advantage especially for Tartus is that it can dock nuclear submarines. (Gardner, 2012)

Moreover, the Tartus base might not be of great operational value like it is for Sevastopol naval base but the geostrategic location of Tartus is of far greater importance. As mentioned above it can dock nuclear submarines. This gives an edge to Russia over her rivals because in case of a nuclear attack on Russia, she will be able to respond with her second-strike capability. Presence of nuclear submarines in Mediterranean Sea can also be used for deterrence to discourage any nation to take any aggressive measure towards Syria or Russia. Another factor for Tartus importance is logistics and delivery of weapons to Syria. Tartus is the central hub for receiving weapon shipments from Russia to Syrian government of Bashar Al Assad. Also, a repair dock for the damaged military hardware that is either repaired there or sent back to Russia. Tartus is well connected to network of well-developed roads and railways. (Synovitz, 2012). This well-connected network helps to transport equipment back and forth in to the interior of country. Although the biggest and most important military base outside the Russian territory was Sevastopol naval base (which now is a part of Russian federation) but Tartus outranks in strategic importance. Tartus has enabled Russian influence to grow and expand in eastern Mediterranean Sea. To deploy the Black Sea fleet of Sevastopol beyond Black Sea, Russian warships will have to pass through the Bosphorus Strait

which is under the control of Turkey, a NATO member. Under the Montreux Convention of 1936 Turkey is at an authority to militarily control Bosphorus Strait. An amendment which came into force in 1982 puts the right to Turkey to close the strait at her own will during peace time or during war. (Synovitz, 2012) A naval base outside the Bosphorus is of great value to Moscow because she can use her at own discretion without the approval of the Turkey and has two important advantages. Firstly, Russia can extend her influence further up the region independently. Secondly, the control of the Bosphorus by Turkey is what Moscow thinks a containment policy towards Russia by the NATO so she not only by passed their area of containment but now can contain the NATO's influence in Mediterranean Sea. Many scholars believe that if Al Assad is removed from the power Russia's strategic and economic interests will be hurt. The sale of Russian weapon to Syria will be stopped and the new government will be most likely to stop Russia from using Tartus which will obviously abolish her hegemony over the region.

Things took a drastic change when Bashar Al Assad was accused of using chemical weapons against the rebels in April 2017. The world community was at shock because of the terrible event that claimed dozens of lives. Trump administration believed this to be a failure of Barak Obama's government that they failed to do something about the Syrian Crisis which today resulted in Chemical weapon attacks. (Gordon, 2017) The US government retaliated to these chemical weapon attacks by attacking Al Assad forces' base by Tomahawk Cruise Missiles fired from the eastern Mediterranean Sea. This step of Washington offended Putin's administration because sending a US destroyer to eastern Mediterranean Sea is more likely a threat to Tartus. In response Russia dispatched a warship to the Mediterranean Sea armed with cruise missiles to balance the force US displayed by attacking Al Assad's force. There is a positive aspect to this American attack. USA was at weak position to be at negotiating table before but after display of her strength cooperation between two states is possible regarding Syria as they won't be one sided and a positive outcome can be expected from future negotiations. (Luhn, 2017).

Russian Presence in Mediterranean; A threat to Israel:

It is no hidden fact that whenever the Arab world decided to wage war against the Israel it was backed by Soviet Union. Either in the form of diplomatic support or military or economic funding but Soviet Union was the support Arab world relied upon. A reason to back Syria, Egypt against Israel was part of the Cold War politics but after Soviet Union's

disintegration its relation between Russia and Israel became friendly and cordial. After the Syrian crisis, their relations are at a pace towards deterioration. Israel has been at a conflict over maritime territory with Lebanon and has been reported to be bombing over the Hezbollah's hideouts in Syria that is backed by Lebanon. This maritime territory is about 800 square kilometers that is in the Mediterranean Sea. Hezbollah which is a Shiite radical group is backed by Russians and in return they are fighting alongside the pro-Assad forces because Al Assad himself belongs to the Shiite sect. Israel doesn't want Russians to back Hezbollah because Hezbollah is a threat to Israel's national security (Selman, 2017). Russians have been providing latest weapons to Hezbollah that includes long range missiles and sophisticated air defense systems that will give a protection system like the Israel's iron dome. Israel has even claimed that Russia is providing chemical weapons to Hezbollah and has warned Russia that Israel's weapon is far greater and advanced than Russians. Moreover, the growing Iran's influence is also a threat to Israel. Israel's plan to gain power in the Mediterranean is to counter the Iran and Lebanon and to get benefit from the natural resources that are in the Mediterranean. But the Russian presence in Mediterranean is now being perceived as a threat. Russia has strong navy and nuclear submarines in the region which can be used against Israel and US because the rebels don't have any navy (Selman, 2017). Another reason for Israel's concern is the physical proximity of the naval base Tartus. In case of a conflict Russia can dispatch warships towards Israel very quickly. Both states have managed to avoid any direct confrontation, but things can get out of hands if one of them isn't careful enough. But Israel's bombing of Hezbollah and pro Assad forces is very provoking and this recent issue of annexing maritime territory and challenging Russian supremacy in Mediterranean can prove into an issue that might escalate to an armed crisis.

Gas; the Fuel to the Crisis:

One hidden factor that is usually overlooked intentionally or unintentionally that could be one of the main reason for why a civil war broke out in Syria in the first place and is most probably the reason why the crisis has been prolonged. Russia's economy depends mostly on the gas it exports to Europe. Gazprom the state controlled gas company sells roughly around 80% of the gas to Europe but Europeans doesn't like being dependent that much on Russia for their gas and this is also encouraged by US to find some alternate source of gas, Obama said very clearly that Europe must not be too much reliable on Russia (Chang, 2015). However, Russia doesn't want to lose her edge over the European state because her

export of gas is also a political tool than just an economic means like Russia cut off the gas supply to European states during her crisis with Georgia and Ukraine and finding some other source of gas means Russia will lose her supremacy over Europe. So the quest for gas exporting states started to find means of exporting cheap gas to Russia and in this quest Qatar and Iran was the bidders. Qatar gave her plan for the gas pipeline in 2009 that stretched from Qatar to Syria and from there to Turkey and to Europe. The largest natural gas field is in the Persian Gulf, but Qatar cannot utilize it to fullest because it must sell gas in tankers thus making it expensive. A direct line to the Europe would have been cheap but unfortunately Syria refused to allow a gas pipeline to go through Syria which obviously did under Russian pressure. Meanwhile Iran also proposed a gas line that extended from Iran to Iraq and then too Syria and from there to Europe. Syria too agreed to allow Iran's gas pipeline to pass through her territory. Unfortunately, the element of sectarianism is responsible for allowing Iran because of it being a Shiite majority while denying Qatar being a Sunni majority and being a Saudi ally, which is backed by the USA. It was under such circumstances when war broke in Syria and the design for pipelines from Qatar or Iran couldn't take practical shape but if by any chance Bashar Al Assad's regime changes, Qatar will be one of the beneficiaries as the new government might not be under Russian influence and she can have access to the European markets. It is also reported that Qatar has been funding the rebels because if rebels succeed in overthrowing Qatar will have that pipeline. And to stop rebels from overthrowing Al Assad's government is in Russian interests because along with her base in Tartus, Russia will also lose her leverage over the Europe which can prove a death blow to the Russian economy. So, Russia must do anything to protect Bashar Al Assad in order to protect her interests otherwise what Russia has done will all be in vain. (Chang, 2015)

Conclusion:

The crisis that began in Tunisia known as Arab Spring was against the oppression of the regime but as it spread throughout the region it changed in intensity and nature. When the western forces intervened in Libya that was for their own purpose because a regime change suited their motives and today what's happening in Syria is again a well laid out plan of USA and Russia. What are Russian interests and how they are protected if Bashar Al Assad remains in power are quite clear now. And Russia is prepared to pay any price to protect her interest. But if Bashar Al Assad is removed from power the western powers will benefit from it in shape of Qatar's gas pipeline and NATO can contain Russia once again and Israel

will have a monopoly over the eastern Mediterranean Sea. Whoever wins in this struggle the only thing that is lost is humanity. Hundreds of thousands of lives lost and millions scattered from their places and still there is no chance of this civil war to end in the foreseen future. To avoid any such formidable circumstances that could lead towards war both states must sit at a table and talk to resolve this crisis. Russia could let go her position to support Al Assad if USA guarantees the new government will extend Russia the sovereignty over Tartus. In return Russia could let Qatar build her pipeline if Russia is properly compensated. The world community should make Iran and Saudi Arab to sort out their sectarian differences that have burned half of the Middle East because of their proxy wars. For ISIS, Russia, USA, Saudi Arabia, Iran must work together to wipe out the extremist element from the region that will bring peace to the whole world.

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An Investigation into the Life of Child Rag-Pickers: A Case of Quetta City

By

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Abstract:

The present study explores the lives of child rag-pickers in Quetta City. For the purpose, 40 child rag-pickers were purposively selected, out of total: 20 were boys and 20 were girls. Exploratory research design was used. In-depth interviews were employed using a topic guide. The findings of the study revealed that majority of the participants were migrants, they followed a tight daily routine, worked 11-16 hours per day, covered 20-30 km distance, collected 20-50 kg wasted materials and earned 150-1200 Pakistani rupee each day depending upon their age and sex. Participants had no social recognition at public places while at homes they were the bread winners and had value. Majority of the participants faced abuse, domestic violence, sexual exploitation, harassment and beating at the hands of elders, owners of Tapal, drug addicts, criminals and police. Life threatening diseases, psychological disturbance, dog bites, lack of toilets, exposure to drugs and lethal weapons were observed. Mass illiteracy and socio-economic pressure existed in them. The government, non-government agencies should provide them with better earning opportunities.

Keywords: Child rag-pickers, violence, health, education, toilets, Quetta.

Introduction:

Rag-pickers are mostly children with age 6-18 years. They move all the day on foot, bicycle or motor cycle and cover 20-30 km distance. They have to visit dumpsters, streets and markets to collect rags like plastic, glasses, irons, cardboard, ceramics, bones, etc. Heavy slags sling behind their shoulders and walk with bended backbone. They work all the day without rest and complain. Their clothes, faces, hands, feet and slags are all dirty and bad smell comes

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from them. No one is ready to talk or see them. The nature of their work has made them alienated from the society and they have internalized their lower social status. They face oral abuse, physical violence, and indulge themselves in drug addictive profession. They may die at the very young age due to dog bites, cancer, skin diseases, stomach issues, etc. Their health is always at the risk but they do not complain. They use open air for stool passing or urinating at public places. They are mentally disturbed people. Abject poverty, ignorance, no skill development, Afghan nationality, adverse environment, lack of role model, huge family size, etc. drag them to rag collecting profession. Rag-pickers live a life of dogs but earn for their families at the cost of their health, life and future. They need proper registration, social recognition, wages, school enrollment, protection from diseases and germs, gloves, shoes, masks and skilled training.

Methods:

This paper would shed light into the issues and problems faced by an individual rag-picker while collecting wasted materials (like rusted iron, papers, cottons, plastics, ceramics, bones, glasses, batteries, cardboards, etc.) at dumpsters, road sides and in streets. The first objective was to understand and reveal the gravity of the social problems faced by child rag-pickers. The second objective was studying the impact of these problems on child rag-pickers' personality.

The research was carried out through exploratory research method and primary research data was collected in the field. The data was analyzed in descriptive research technique. The sample size for this study was 40 out of which 20 male and 20 female rag-pickers. Interviews were conducted via in-depth interview with a topic guide questionnaire. Homogeneous purposive sampling technique was used for in-depth interviews.

The field work for this study was carried out in Quetta city, Balochistan. There existed various Tapals in the city. Huge number of rag-pickers both male and female used to collect rags from dumpsters, road sides, streets, markets and home. The major people of the city were Pathan, Baloch, Beravi, Hazara, Uzbek, and Punjabi.

Review of Literature:

Following are the works done earlier by the researcher on child rag-pickers.

A study conducted in Faisalabad reveals that 72% of trash pickers are illiterate, 52.4% belonged to Changar Caste, 41.2 searches for two times meal and 22.8% follow forefather profession. It is done in 10 Katchi Abadis of the

city. Total 250 trash picker children are investigated and descriptive and inferential statistic methods are applied in the study (Anjum, 2016).

A study carried out by Suresh Lal in Telangana, India reveals that 80% of rag-pickers are 11-15 years old, 74% illiterate, 68% earn low amount, 74% spend income on medical, 90% travel on foot, 85% face health hazards. Poverty, unemployment and illiteracy are the root cause of child rag-pickers. This study is based on primary and secondary data and 250 cluster sampling taken (Lal, 2019).

Shabnam Parveen discusses the socio-economic conditions child rag-pickers in Aligarh. She reveals that child rag-pickers have age 8-12 years. They migrate from poor and urban communities to find employment but engaged themselves in rag-picking profession. They do not have access to basic facilities. They have negative interaction with police, criminals, drug addicts and civil society (Parveen, 2015).

A study carried out in Nepal states that 16.3% rag-children live in junkyard shops and many have debt-bondage relation with the owner of shops; police is harsh on them and criminals, drug dealers and pick-pockets traps rag-pickers for personal work (Bal Kumar KC, 2001).

A study done in Brazil reveals that high unemployment, profitable solid waste materials and huge demand of recyclable materials have given acceleration to the rag-picking profession. The results show that 27% have contact with medical waste materials and 80% pick huge load (Silva, 2005).

Ethical Considerations:

Prior to undertaking in-depth interviews with the participants, it was ensured that no harm to any research participant be done, their confidentiality and anonymity was ensured, informed consent was verbally taken from their owners and them, given no false expectation, applied no pressure for interviews, informed them that they could leave the in-depth interview any time if they felt uncomfortable, access to personal data was ensured, pseudonyms was applied. Hand writing pattern was used in recording the in-depth interviews.

Table 1. Sample Demographic Characteristics of Male and Female Rag-pickers (N=20)

Sample Characteristics	Male: N		Female:		
N	%	N	%	N	%
Age					
6-9	4	20	12	60	
10-13	9	45	8	40	
14-18	7	35	0	0	
Ethnicity					
Pashtun	80	14	70	16	
Beravi	4	20	0	0	
Uzbek	1	5	4	20	
Religious Affiliation					
Islam	20	100	20	100	
Education					
Primary	0	0	0	0	
Left Primary	2	10	0	0	
Secondary	0	0	0	0	
Middle	0	0	0	0	
Not Seen School	100	18	90	20	
Religious Education					
Visit Madrassah	0	0	0	0	
Visit Mosque	3	15	2	10	
Left Mosque	2	10	0	0	
Not Enrolled	15	75	18	90	

Nationality

Pakistan	5	3	15		1
Afghan	17	85		19	95

Field Experience

6 month-1 year	30	3	15		6
2-4 Years	65	5	25		13
5-7 Years	5	9	45		1
8-10 Years	0	2	10		0
11-13 Years	1	5		0	0

Family Structure

Nuclear Family	25	2	10		5
Joint Family	18	90		15	75

Family Size

1-6	2	10		5	25
7-12	5	25		6	30
13-18	10	50		9	45
19-24	2	10		0	0
Not Known	0	1	5		0

Father Occupation

Rag-Picker	25	3	15		5
Donkey Cart	2	10		3	15
Vegetable	0	2	10		0
Daily Wage	2	10		0	0
Drug Addict	3	15		4	20

Old	2	10	3	15
Dead	3	15	2	10
No Work	15	3	15	3
Per Day Income				
150-350	25	3	15	5
351-551	35	4	20	7
552-752	15	5	25	3
753-953	20	4	20	4
954-1154	5	2	10	1
1155-1355	0	1	5	0
13576-15576	1	5	0	0
House Rent				
2000-4000	45	6	30	9
4001-6001	25	4	20	5
6002-8002	20	3	15	4
8003-10003	4	20	0	0
10004-12004	1	5	0	0
Do not Know	2	10	2	10
Dog Bites				
No Bite	70	10	50	14
One Time Bite	6	30	5	25
Two or more Times Bite	5	4	20	1

Operational Definitions:

Rag-Picker is a person who collects rags or recyclable materials that could be sold for money (Vijaya, 2013).

Tapal is a Pushto language term meaning the shop or store where rag-pickers sell their picked wasted materials. (Male Respondent No.5)

Tapali is a Pushto term which refers to Rag-pickers. It actually means a person whom is tough, hard and never gives up. (Male Respondent No=15)

Results of the Study:

Daily Routine:

The participants followed a tough daily routine and worked 11-16 hours per day depending upon the age and sex of the participants. Participants collected rags at dumpsters, road sides and streets. Participants revealed that the working hours were high. They worked in extreme cold or hot weather and even in the corona pandemic. There was a common myth among them that a Tapali did not get exhaust which stops them from complaining and tiring.

“We are Tapali. We are tough. We never get tired. A Tapali is believed to be strong.” (Male Respondent No=04)

“Although, I am not getting tired but waking up in the morning is hard for me. My father uses to kick me in the ass to wake me up in the morning. But at night, I had no energy left.” (Female Respondent No=14)

Social Recognition and Status:

Participants revealed that they had zero social acceptability in general public. Majority of the participants complained of the social discouragement from the society. They mentioned that the society did not want to see them and they even could not look or touch people’s belongings on roads and streets.

“One day, I touched a person car. He came out of the car and hit me on the face. I cried and run off.” (Female Respondent No=06)

“People always hate us. They do not look at us. We are afraid of them. They are dangerous for us.” (Male Respondent No=17)

Few female participants revealed that people sometimes helped them and gave them positive regards.

“I am ok with the society because people like me and give me money and food sometimes.” (Female respondent No=20)

Social Abuse and Stigma:

Participants revealed that they faced abuse, stigma and stereotypes in the field. The rag-pickers were always called upon with bad names and considered dirtiest people of the world. Murdarkhor (Dirty), (poofter), Ghal (thief), Bherva (a local abuse), Kuchro wala (waste pickers), Falto log (people having no value), etc. were some of the abuses which they hear all the time. Girl rag-pickers were named as (daughter of slut), (flirty), Besharma (having no secrecy), etc. They faced multiple abuses each day but the fear of police made them silent. They lacked power and social recognition which had compelled them to internalize their lower social status. This had made them very upset.

“We daily face hundreds of abuses from all around. But we are silent because of the fear of police and people.” (Male Respondent No=12)

“Abuses make us upset and psychologically inferior to others.” (Female Respondent No=06)

“We are working for our families and survival but people abuse us. Why do they abuse us? Why am I afraid of them? Why do I face abuse?” (Male Respondent No=22)

Social Pressure:

The participants revealed that they were socially alienated from the society. They had to earn and live isolated lifestyle. Hikes in food items prices had made them worried. Either to take oil, flour to home or chicken, sugar, etc. They also had to pay high rents for their houses. Majority of the participants were in social pressure in order to run their kitchens, pay per month rents and look after the old and patients of their homes. Abject poverty has stopped the participants to get enrollment in schools or skilled works. The participants needed to earn 400-1200 per day at any cost, thus Rag-picking profession became an easy way to earning and putting social pressure at bay.

“One day, I cried when I was collecting rags from a dumpster and school children were celebrating Pakistan day. I wanted to participate but my brother told me to collect rags because there was no flour in our house.” (Male Respondent No=12)

“I am always worried because I have to earn 500 Pakistani rupees per day because my father would beat me as if I am failed to earn this amount.” (Female Respondent No=5)

“My father is sick and the brother is very small. My mother and I have to earn for them. Therefore, we do not waste a single moment. If we do not earn then who will provide for us?” (Female Respondent No=16)

Sexual Harassment:

Majority of the participants faced sexual abuse. There were countless child rag-pickers in Quetta, therefore, the chances of rape, sexual harassment, abuse was high among them. Majority of the participants faced sexual harassment from people, police, drug addicts, the elder Tapalis, the owner of the Tapal. Some even revealed rape cases with their friends and colleagues. There was no one to stand for them and register complains. Gay culture was also observed among the male participants. The skinny boys or girls were given much valued in the Tapal by the owner and the elders.

“There are people who used to touch our private parts. We only cry and run off.” (Male Respondent No=3)

“Our owner likes beautiful boys. He has two skinny children. He gives much value to them”. (Male Respondent No=10)

“One of my friends was gang raped by drug addicts in old meat market at Mehzan Chock.” (Male Respondent No=16)

“We girls also face sexual harassment from the hands of men, mostly.” (Female Respondent No=5)

Physical Violence:

Participants faced physical violence (beating and torturing) at the hands of their parents, elder brothers, police, shopkeepers, drug addicts, the people in the streets and the elder rag children. Participants mostly worked in fear and violent environment. Girls' participants faced domestic violence.

“I want to kill my father because he beats me with no reasons. And in the field the owner is very hard on me.” (Male Respondent No=3)

“We often face beating and torture from father, brothers, shopkeepers, the owner of the tapal, the drug addicts and from the elders of our community. We do not make complains because no one helps us at all.” (Male Respondent No=15)

“I used to receive beating from my father all the time. At dumpsters and road side the police and the elders beat me sometimes. I am a small girl. I cannot fight back. ‘She cried’.” (Female Respondent No=10)

“My father beat me if I take little money to home or if I sleep early at night.”
(Female Respondent No=16)

Police:

The Participants mentioned that the traffic police sergeant and the road side police were dangerous to them due to their age, Afghan nationality and working early in the morning. They were the soft targets for police. Few participants revealed extraction of money by police from them. Sometimes, police took them to prison where they were investigated and then told to clean their offices and toilets. They avoided complaining in police station. Majority of the male and some female respondents revealed harassment from the police.

“I used to give 50 rupees per day to police. They take us to police station for investigation and to clean whole police station. I fear and hate them.” (Male Respondent No=2)

“Police is dangerous for us. They take advantage of our childhood and Afghan nationality. I am afraid of them. Many times, I had received slapping and kicking in my ass from them. I do not look at them.” (Female Respondent No=22)

Health Condition:

Majority of the participants had one or another health concerns. Sickness was common in them. Five Participants suffered from cancer, two from Cutaneous Leishmaniasis. Many had skin rashes, back bone and joint problems, eye sight, yellow eyes, stomach issues, shoulder and foot pains were observed in them. The participants had no idea of face mask, gloves, hand sanitizer, etc. Food and nutrients deficiency was also observed in majority of the participants. Further, they had little access to clean water and clean food.

“I am facing the throat cancer for 4 years. I had gone through Camo therapy. I work here to earn and buy my medicines. No one supports me.” (Male Respondent No=17)

“My foot and shoulders pain at night. I had no energy left at night.” (Female Respondent No=4)

“Many times, I got sick but we did not had money to buy the medicine. My younger brother died of diseases. We used to play and collect rags together.”
(Female Respondent No=15)

“I have not seen hand sanitizer, gloves and good shoes. I work without taking care. I am fine. But I fear of body cuts which is common among us.” (Female Respondents=20)

Education:

All of the participants were out of school. A few participants were interested to be enrolled in schools. Financial and social constraints had kept them away from the education sector. Few participants visited Madrassah and Mosques for religious purposes but left early. Due to the work burden and abject poverty, the rag children did not take interest in learning.

“I want to get education but who will support me? We are poor. We work for livelihood.” (Male Respondent No=04)

“I am not interested in school. My school is at dumpster.” (Male Respondent No=12)

“I visit Mosque for learning Islamic education. I do not like it but my father forces me to go.” (Male Respondent No=17)

“We are poor. Our father does not want us to be in school. He wants us to earn for the family.” (Female Respondent No=09)

“I am not interested in school. I enjoy my time here.” (Female Respondent No=23)

Drug Abusers and Criminals:

Participants revealed that they had closed interaction with drug addicts and criminals at dumpsters. Majority of the male and some female participants had experienced drug usages with the drug addicts. They had touched weapons like pistol, Kalashnikov and many had daggers in their pockets/slugs. Furthermore, participants had heard and learned vulgar language, hat speech, jihadi sentiments from at dumpsters. Small portion of girls and boys rag-picker had even faced rape and sexual harassment. The participants mentioned that the drug addicts were also rag-pickers in their childhood days but interaction with the drug abusers at dumpsters had them so.

“I have many friends in drug profession. Sometimes, I take hashish from them. They are dangerous people. They used to harass other children.” (Male Respondent No=19)

“I hate drug addicts. One day, one of them gave me heroine. I was not aware of it. All the day my head spins and I got unconscious.” (Male Respondent No=23)

“One day, drug addicts captured me. They wanted to have sex with me. But my mother came and she got me free from them.” (Female Respondent No=20)

“I fear drug addicts. They have enmity with us. We always fight with each other. I do not like them because many of our elders became one of them.” (Female Respondent No=25)

Toilet Issue and the Rag-Pickers:

Participants mentioned that the Quetta city has no functional public toilets. Majority of the participants faced sexual harassment, shame and distress while urinating or passing feces at dumpsters. Participants were worried about the lack of toilets. They feared of harassment and rape from the elders, drug addicts and the passing-by people while urinating at dumpsters.

“It is hard for me to pass feces or urinate in public. We use to guard each other while passing feces many of our friends through stones and garbage to us when we pee.” (Male Respondent No=02)

“We use to pee or urinate at dumpsters and City Nala. It is hard for us. I am ashamed of it but there is no way to go.” (Male Respondent No=12)

“We are girls. It is very dangerous for us to pee or urinate at dumpsters. Boys used to harass us all the time. We do it in groups of two or three. I am very upset over this issue.” (Female Respondent No=5)

“I always hold my feces or urine for a lot of time. But in emergency, I go to dumpster, where my friends guard me. It is very shameful for us. Most of the girls got raped due to this issue. And many girls quit this job due to the lack of public toilets.” (Female Respondent No=25)

Street Dogs:

Participants revealed that the street dogs and they searched at dumpsters for sustaining life which had developed a continuous enmity. The slum dogs searched for bones to eat and the rag-pickers collected bones to sell. Many of the participants were bitten by the slum dogs. This problem had made the participants very careful at dumpsters. Participants mentioned that every four children out of five had bad experiences with the slum dogs, even few had been bitten twice and thrice. Participants were aware of the rabies infection.

“Street dogs are dangerous especially when you are alone at dumpsters. I do not like them. I got two times bitten by slum dogs.” (Male Respondent No=5)

“One day, a sleeping dog attacked me. I was bitten by it. I took vaccine because one of my friends died of dog bite.” (Male Respondent No=24)

“I fear dogs. One day, two dogs run behind me. I was bitten by them. I want to kill all of them.” (Female Respondent No=6)

“Street dogs are dangerous for us. They always bark behind us. We use to collect wasted bones at dumpsters due to which they fight back. I got three times bitten by dogs.” (Female Respondent No=19)

Discussion, Suggestion and Conclusion:

The rag-pickers were mostly male. A small portion of female child rag-pickers existed in Quetta city due to their sex and gender discrimination. The age of the participants ranged 6-18 years. Participants had to follow a tough daily routine and were supposed to work for 11-16 hours per day. But the earning was very minimal compared to their working hours. They earned 150-1500 Pakistani rupees per day according to their ages and sex. Girls earned less because after sunset, they were supposed to be at home due to *parada* (veil) issue and domestic work. Md Abdul Hai revealed that most of the rag-pickers especially girls were powerless. They faced the brutalities by the hands of aged rag-pickers, police and people (Hai, 2014). Rag-pickers had great value in families but at public places their social status died and no one encouraged and supported them. They were viewed as *Murdarkhor*, *Kuchro wala*, *Bangi*, *Randi*, *Kusaka*, etc. They were not allowed to be active part of the society. They could not touch, look and nearly pass people in streets and road sides. Each day, they heard thousands of abuses all round. There was a huge family pressure on them. They had to earn at any cost to run their families. In cold season, in hot weather, in rain, in snow, in storm, in this corona virus pandemic, they were supposed to collect rags and earn for their families. They even faced physical violence at the hands of their elders and people in public areas. The police also committed violence against them. They were questioned and told to clean the police offices by force. Majority of the participants offered protection money to police. With all these problems, they also encountered health issues. A study revealed that the rag-pickers were not beggars instead they work hard, they faced abuse, sexual exploitation, false accusation and imprisonment with elder prisoners, therefore, the society needed to change its attitudes toward them and they should be enrolled in public life actively (Chary, 2006). Many of them were sick, had cancer, and skin, stomach, eye, foot, shoulder and backbone

problems. A study done in Brazil revealed that 45.1% rag pickers had pain in lower extremities compared to 38.3% of non-rag pickers, 80% feared of injuries at work place, 71% believed their work was dangerous, 59% had body cuts, the most effected parts were hands (50%), followed by lower extremities 20% (Marcelo Cozzensa da Silva, 2005). A study done in Karachi revealed that 32% rag-pickers had skin issue, 20% had stomach problem, 4% had cough issue and 20% had respiratory issue (Aamir Abbas, 2018). Due to abject poverty, ignored parents, lack of motivation force, they had never seen or visited school and many had left Madrassah. Ayaz Ahmed discovered in his article that poverty, lack of parental motivation and quality education were the utmost reasons for child Labour (Ahmed, 2017). The drug abusers and dogs were also serious issues concerning their presence at dumpsters. Many of them were the victimhood of drug addiction. A study revealed that majority of the child rag-pickers used smoking and alcohol, they did not want to quit the work, majority believed that the work was dirty and gender discrimination was evident between male and female rag-pickers, boys were in majority in this work (Giri, 2011). Dog bite was also a common issue among them. They faced the problem of passing stool or urinating at public places because there were no functional toilets at public places. A study done by S. Charles revealed that 95% women rag-pickers were illiterate, 82% were working more than ten hours per day, 92% earn Rs.200-400 per day, 83% complained of sexual harassment, 92% used tobacco, 12% were regular consumer of alcohol and 66% of them were unhealthy (S.Charles, 2018). This problem was much more dangerous for girls and boys at the age of 6-15 years. Thus, the participants confronted thousands of socio-economic and political problems each day. There was no one to save them, give them protection, provide them proper training and easy education, save them from the brutalities of police, drug addicts and people in the public areas, spread awareness among them regarding dangerous diseases like AIDS, hepatitis, corona, typhoid, skin diseases, etc. In short, they needed attention. This was a serious social issue.

Therefore, the government and the non-governmental organizations should come for their aid. Proper registration, formal wages, police facilitation centers, formal training, proper gloves, masks and shoes, easy school enrollment, skilled work teaching, medical help like quick and random HIV, Hepatitis, etc. tests and to offer free medication to them, vaccination of street dogs or their eradication, change in public perception that they are not Kuchro-wala (Rag-pickers) instead they are the cleaner for the society, financial help like poor dues and easy loans to start their own business, and media help is also to the point. They are the un-heard heroes for their families and community. Therefore, the state should recognize their work and social status.

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Evaluating the United Nations Counter-Terrorism Strategy after 9/11:

By

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Abstract:

The study highlights the role of UNO after the incident of 9/11. The Security Council's intervention after 9/11 resulted in a decisive break-point to an inclusive regime which binds states to global legal norms against terrorism and upsurge the obligations to assume executive actions against terrorist activities. Since the incident of 9/11, the United Nations has been on the forefront of the international campaign against terrorism and giving the campaign universality and legitimacy. The Security Council responded promptly with its resolution 1373 and established Counter Terrorism Committee with all-encompassing powers. The General assembly condemned the act of terrorism and held debates on it later. The paper explores the efforts made by the United Nations to curb terrorism and maintain peace and security in the world. This study highlights the implications of the United Nations inclusive Counter-terrorism efforts. The paper highlights the role of the Security Council after 9/11 which is a conclusive break-point to an all-inclusive era that binds states to international legal norms against terrorism and enhance the responsibilities after the incident of 9/11, the UN Security Council response to counter terrorism is considered an unique example of international criminal justice policy making, articulated through "Counter-Terrorism Committee".

Keywords: United Nation, Security Council, Counter-Terrorism, Resolution, International, and Terrorism.

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Introduction:

The incident of September 11, 2001 created deep and profound impacts on the world's peace and stability.

After the incident of 9/11, the Security Council passed a resolution and called on all member states to play their role against terrorism and stressed that those sponsoring terrorists would be held accountable.

The primary purpose of the United Nations (UN) is to maintain peace and ensure security in the world. The incident of September 11, 2001 created lasting impacts on the world's peace and security. The UN

Security Council responded promptly by adopting Resolution 1373. This article highlights the role of the United Nations and the implications of the United Nations Counter-Terrorism efforts after the incident of September 11, 2001 (Dhanapala, 2005). The UN's legal and implementation capacity building programs are ostensible which were funded by developed nations of the world and it were delivered through a wide-range network of International and regional Organizations. Reviewing these efforts, it is obvious that the United Nations plays a significant role in forming norms and framework for cooperation. Importantly, it works in resolving conflicts in states where terrorists seek to utilize the insecurity. The UN's conventions have important role, the most recent convention is the convention of the year 2005 regarding Nuclear terrorism (Rosand & Einsiedel, 2010). Though there are gaps in the UN's peace operations, but it gave a useful background for member states on wide-spread measures against terrorism in line with international law and human rights. The study highlights failures and success of the United Nations after 9/11.

Counter-Terrorism Strategy after 9/11:

The United Nations responded promptly to the incident of September 11, 2001 with new counter terrorism strategies. After the incident of 9/11, the United Nation established new counter Terrorism strategy. On 12 September, 2001 the United Nation adopted its Resolution 1368 and the right of self-defense was introduced under Article 51 of the United Nation charter which, indeed provided a global seal of legal consent to the following US invasion of Afghanistan. The United Nations responded promptly to the incident of September 11, 2001 with new counter terrorism strategies. After the incident of 9/11 the United Nations made concrete measures to counter terrorism. The United Nation's legal and implementation capacity building programs are obvious, funded by developed nations of the world and it were delivered through a wide-range

network of International and regional Organizations with the UN's Counter-Terrorism Committee with central role (Einsiedel, 2016).

The Security Council, a week later, adopted the Resolution 1373. The resolution imposed legally obligatory responsibilities on all member states of the UN which were; increase legislations, make strengthen control of border, and enhance global collaboration to fight terrorism. The UN Security Council also formed a support structure to monitor the implementation by member states (Roach, 2005) .Indeed, the new Counter-Terrorism approach was a noteworthy development for the United Nation which experienced division among its members on the question of legality of non-state violence. (Peter Romaniuk, 2015).

In 2004, the Security Council extended its Counter-Terrorism agenda furthermore expansion on a determined effort to keep weapons of mass-destruction out of terrorist hands. The Resolution 1540 was adopted aiming at all United Nation's member states to take legislative measures to prevent terrorists from getting weapons of mass-destruction. The Resolution 1540 and Resolution 1373 have many similarities. It imposed obligations on all member states of United Nations and also formed a committee for monitoring mechanism to assist states in implementation these obligations, but the legislative nature of the Security Council Resolutions 1373 and 1540 aiming at widespread obligations on all UN member states without preceding agreements caused disappointments among member states (Kurlansky, 2001). The United Nation's Counter-terrorism measures were delegitimized the US invasion of Iraq in views of many member states. Violation of human rights was also neglected by the Security Council which degraded the role of the United Nation (Eric Rosand, 2016).

The Security Council was never able to ensure his support to member states. Due to ineffectiveness of the Security Council its Resolution 1373 remained fruitless. The USA was extremely dissatisfied with what could be achieved in her so-called "war on terror". Ultimately, at this point, in 2011 the USA established the global Counter-Terrorism forum. Indeed, it was a platform outside the UN to foster effectual collaboration to counter-terrorism. Just as, in regard to Resolution 1540, the USA was of the view that the resolution had provided an effectual normative framework. This was due to the ineffectiveness of the United Nations which resulted in actions outside the organization (Sengupta, 2016).

The United Nation's Counter-Terrorism Committee:

The Counter-Terrorism Committee was established under the Security Council Resolution 1373. The Committee comprise of all fifteen members of the Security Council. The Committee was given the task of implementation and monitoring of Security Council Resolution 1373. The Committee requested states to enforce a number of actions intended to increase their legal and institutional strength to counter-terrorism. The Counter-Terrorism Committee aim at following steps:

- Criminalize the funding of terrorism.
- Stoppage of funds which relates to individuals in acts of terrorism.
- Freezing out of every sort of financial assistance for terrorists groups
- Stop support for terrorists and overwhelm the provision of safe haven.
- Sharing of information among states regarding terrorist activities.
- Cooperation among states in investigation, arrest, extradition and prosecution of those engaged in such activities (Rosand E. , 2003).

The Counter-Terrorism Approach and Countering Violent Extremism:

After the incident of September 11, the United Nations Secretary General and the United Nation General assembly had expressed concerns regarding the Councils inclusive hold on the UN's Counter-Terrorism United Nations' counter-terrorism program, endeavored to restate their particular say role by the way. In 2005, the United Nation Secretary-General proposed a plan to counter terrorism more effectively aiming at placing more stress to address root cause and respect for the human rights (Norman, 2002).

It is still questionable, whether the United Nation's strategy brought fruitful results. The task forces included new structures to the already complex Counter-Terrorism architecture, escalating replication and competition in its place of fostering coherence. In 2014, the Kingdom of Saudi Arabia granted \$100 million to the United Nation Counter-Terrorism Center that was established within the Task Force Secretariat, to help capacity building measures (Rosand, 2003). However, there is no enough indication that the Task force has essential captivation to utilize these funds effectively. In the meantime rhetorical assistant by many states for the United Nation strategy irrespective its aim at more broad Counter-Terrorism actions. Actually, many states sustained to depend mainly on military and law enforcement apparatuses in their Counter-Terrorism

measures (Stromseth, 2003). Effectual pursuit of these actions may contribute to decreasing violent extremism. But, there are valid apprehensions regarding following an extensive range of United Nations actions under the CVE-label (Ward, 2003).

Serious questions arise regarding the UN's role in peace operations. There are gaps in United Nations peace operations and operational Counter-Terrorism activities. The United Nations have not been able to find a peaceful solution to the long-standing violence in Afghanistan, Iraq, Syria, Libya, Somalia, Lebanon, Yemen and Mali (Wardlaw, 1989). The United Nations' role has been at extreme criticism at this point. The growing activities of terrorist groups in civil wars confound the UN's peace operations which makes political settlement difficult. Secondly, some groups may be inspired by governments discouraging peace talks. Finally, the United Nations have been a target of such terrorist groups making for them difficulties in ensuring peace and stability.

Conclusion:

The study discussed the role of United Nations after 9/11. Findings of the study reveal that United Nations responded promptly to the incident of September 11, 2001 by adopting new counter terrorism strategies. It is apparent from the analyzed data that The UN plays important role in world's peace, but still there are gaps in its peace operations. The incident of September 11, 2001 the United Nations adopted new strategies to counter terrorism and ensure peace and prosperity in the world. After 9/11 the Security Council passed a resolution and called on all member states to work jointly against the menace of terrorism. The paper discussed the role of the United Nations after 9/11. The study overviewed the United Nations strategies and the consequential impacts on the extensive criminal justice domain after 9/11. The United Nations retorted quickly to the incident of September 11, 2001 with new counter terrorism strategies. After the incident of 9/11 the United Nations made concrete measures to counter terrorism and ensure peace and prosperity in the world. The United Nations' legal and implementation capacity building programs are apparent which were funded by developed nations of the world and it were delivered through a wide-range network of International and regional Organizations with the UN's Counter-Terrorism Committee at the center place. Though there are gaps in the activities of UN's operational Counter-Terrorism, it gave a background which would be useful for member states desired to embark on extensive

Counter-Terrorism measures in line with international law and human rights.

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