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- All authors’ full name and affiliations should also be explicit on the first page with the corresponding author’s postal and email addresses.
- The article should comprise an abstract, introduction (including review literature and rationale), results, discussion (including limitations and suggestions), and the references.
- The abstract should be of about 150-170 words.
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- Tables and figures should be in a separate file, in a ready to print form with sources given below the tables.
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- Any queries regarding the publication or acceptance of the article can be sought at the given address:

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Outcome of Human Resource Development on Livestock Fabrication:  
(A Case Study of Balochistan Province of Pakistan)

Dr. Noor Ahmed

Abstract

Human resource development was the supreme and pivotal portion of any organizations. Without HRD dimension the organization work is invalid. Keeping in view the importance of the HRD the present study was stirred up in a progressive way. Three districts namely districts Quetta, Killasaijullah and Kalat were selected randomly. One hundred respondents from each district were selected simple random sampling methods. The frequency distribution, percentage and averages by using SPSS statistical software. The results show that most (41%) of the respondents fell into the 36 to 50 years of age categories. Most (38%) of the respondents having the degree of graduation followed by most (28%) of the respondents were holding the F.Sc. The results further show that the formation of dairy was the most important human resources theme in dairy production as 4.09 mean along with .860 Std. Deviation as higher perceptions. Livestock fabrication in climatic condition was the imperative HRD direction with the term of livestock promotion was acquired the mean score 4.18 and Std. deviation .712. Meat production a high proportion as well as high mean score (mean=4.18; Std. deviation .712). Animal and agriculture were achieved the highest mean score 3.88 along with Std. deviation .600. Based on results following recommendations were developed. Value chain and value addition are an important feature of productivity, it is therefore suggested that farmers should be given widespread training in the area of marketing and supply chain. State-of-the-art sanitation measures with technology application are prerequisite to be familiarized. The provincial government should initiate the technology-oriented and need-based trainings of human resource working in the dairy business.

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noorahmedpsc@yahoo.com
Keywords: Human Resource Development (HRD), livestock, Balochistan,

Introduction

Notwithstanding livestock sector as an important sector of Pakistan’s economy, which contributes more than 11% of the Grass Domestic Product and sharing the more than 55% of the agriculture value addition, in this regard as this sub-sector was highly labor demanding. Beside that almost the livestock sector has provided the prime source of income of the rural masses. Livestock has logged a growing of 3.7% against the growing of 3.9% in the last decade. The mandate for livestock has grown-up at a remarkable leap. Livestock comprises domestic and farm animals such as bullocks, buffalos, lambs, goat, camel, horses, asses, mules, poultry and their products. The position of this subdivision may perhaps advance and speculation be documented by the fact that the mainstream of individuals existing in rural areas be contingents wervingly or circuitously on the livestock and dairy subdivision. The making of milk, poultry foodstuffs and other livestock substances has enlarged at the degree of 3.2%, 7.3% and 1.1% respectively. Livestock has verified a development of 3.7% as compared to growth of 3.9% in the last decade (GoP, 2012-13).

The livestock subdivision dwells in an exclusive location in the National Agenda of pecuniary growth the sector makes available remaining foundation of foreign earnings. Archaeologically livestock has been subjugated by minor holders to come across their requirements of milk, food safety and cash revenue on everyday basis. The livestock populaces for the last 3 years are specified in table-1.

Table-1: Livestock Population.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Species</th>
<th>2010-11¹</th>
<th>2011-12¹</th>
<th>2012-13¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cattle</td>
<td>35.6</td>
<td>36.9</td>
<td>38.3</td>
</tr>
<tr>
<td>2</td>
<td>Buffalo</td>
<td>31.7</td>
<td>32.7</td>
<td>33.7</td>
</tr>
<tr>
<td>3</td>
<td>Sheep</td>
<td>28.1</td>
<td>28.4</td>
<td>28.8</td>
</tr>
<tr>
<td>4</td>
<td>Goat</td>
<td>61.5</td>
<td>63.1</td>
<td>64.9</td>
</tr>
<tr>
<td>5</td>
<td>Camels</td>
<td>1.0</td>
<td>1.0</td>
<td>1.0</td>
</tr>
<tr>
<td>6</td>
<td>Horse</td>
<td>0.4</td>
<td>0.4</td>
<td>0.4</td>
</tr>
<tr>
<td>7</td>
<td>Asses</td>
<td>4.7</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>8</td>
<td>Mules</td>
<td>0.2</td>
<td>0.2</td>
<td>0.2</td>
</tr>
</tbody>
</table>

Source: Ministry of National Food Security and Research

1 Estimated figure based on the inter census growth rate of the Livestock Census 1996 & 2006.
Furthermore, livestock is measured a foundation of service generation at rural level, serving to decrease revenue inconsistency. It is dominant to the income of the rustic poor in the country and can play a significant role in poverty mitigation and retain in inspiring the socioeconomic situation of our rural multitudes. The gross value addition of the livestock subdivision at the continuous price influence has bigger from Rs.735 billion (2011-12) to Rs.756 billion (2012-13); presentation an upsurge of 2.9% against to last year (GoP, 2014-15). There is a prodigious possible for endorsing the production of extraordinary value initiatives such as fruits, livestock products and vegetable (Tajet et al., 2005).

The Human Resource Development

The human resource development (HRD), predominantly connecting to numerous kinds of experts, in the livestock subdivision, are necessities of the period. Starved of making a critical figure of skilled and trained human resource, the vision of L&DD as livestock advantage manager of the province will be a lonely expectation. Meanwhile, private sector is a companion in the sector expansion, a severe superiority assurance apparatus with suitable level of certifying and registering of the human resource with provision of information and communication technology grounded confirmation will be put in place for safeguarding improved quality of amenities to the sector.

As a human resources development facet, the government of Pakistan will appoint services of two hundred fifty-five veterinarians wholly for capacity building trainings of growers so as to increase the fabrication of the livestock sub - sector. These veterinarians as trainers will communicate training to 10,000 growers together with women in contemporary livestock fabrication practices. The quantity of veterinary doctors will be appropriately augmented each year.

HRD was the incessant procedure and multi-faceted perception. It obliges compassion to altering needs so as to set significances in view of that. It grips the importance for economic expansion through permitting people to develop more creative. An economic expansion also is contingent the level of industrial effort, a consequently asset in emerging science and technology has develop critical. Selections requirement to be made amongst target groups (Rao, 1990).

Need for The Project

The livestock sub - sector was one of the foremost and important sectors of the Baluchistan’s economy. The majority of rural people income generation
Livestock sub-sector not only important sector with the term of income generation, but also provide the bully revenue to GDP of the province. Due to the inconsistent spell drought, lack of human resource development, un-trained manpower is affecting the livestock sub-sector at the greatest extent. However, there is a dire need to scale up the livestock department efficiency at the straightforward path. Therefore, the present research was we have to seek the outcome of human resource development on livestock fabrication, as a case of districts Quetta, Killasaifullah and Kalat Balochistan province, Pakistan.

Specific Objective

Following were the specific objectives of the present research.

I. To study the personal profile
II. To investigate the HRD dimension in the livestock sector
III. To observe the promotion of the livestock sector
IV. To develop suitable recommendations

Materials and Methods

Balochistan province was considered as the largest province of the Pakistan. Three districts namely districts Quetta, Killasaifullah and Kalat were selected randomly. One hundred respondents from each district were selected simple random sampling methods. The views of the respondents were caught through the semi-structured questionnaire. Data was composed by the face-to-face communication. The frequency distribution, percentage and averages by using SPSS statistical software.

Results and Discussion

Age

The age of the respondents plays important role in the decision-making process. Age of the respondents was depicted figure-2.
Most (41%) of the respondents were fall into the 36 to 50 years of age categories. However, most (32-19%) of the respondents were fall into the age category 21 to 35 and up to 20 years respectively. Only 8% of the respondents were fall into the 51 and above.

**Education level**

Education one of the most important factor to influence the decision making process. These aspects of the data were shown in figure-2.

Most (38%) of the respondents having the degree of graduation followed by most (28%) of the respondents was holding the F.Sc. certificate. However, most (21%) of the respondents have holding the master degree. Only (9-4%) of the respondents acquired the metrication and other discipline degree. In
this tendency shown that most of the respondents holding the graduation degree.

**Table-2: HRD themes about dairy production.**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dairy making</td>
<td>4.09</td>
<td>.860</td>
</tr>
<tr>
<td>2.</td>
<td>Milk lactation</td>
<td>2.50</td>
<td>1.931</td>
</tr>
<tr>
<td>3.</td>
<td>Welfare of domestic animals</td>
<td>2.69</td>
<td>.499</td>
</tr>
<tr>
<td>4.</td>
<td>Potential of milk</td>
<td>1.07</td>
<td>.350</td>
</tr>
</tbody>
</table>

Human resource developments in the livestock subsector plays as essential role. The data collected in the field level through the questionnaire. The results show that the dairy making was the most human resources theme in dairy production as 4.09 mean along with .860 Std. deviation as higher perceptions (table 2). The data further elucidate that there was significant means score of dairy making as compared to other items. However, welfare of domestic animals and milk lactation received the (mean score 2.69 & 2.50), and along with Std. deviation .499 and 1.931 respectively. While potential of milk was received the mean score 1.07 and .350 respectively. It was concluded that the dairy making was the important HRD theme about dairy production.

**Table-3: HRD themes about livestock promotion.**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Livestock industry acceleration</td>
<td>2.50</td>
<td>1.071</td>
</tr>
<tr>
<td>2.</td>
<td>Range livestock enhancement</td>
<td>1.01</td>
<td>.082</td>
</tr>
<tr>
<td>3.</td>
<td>Livestock fabrication in climate condition</td>
<td>4.18</td>
<td>.712</td>
</tr>
</tbody>
</table>

HRD themes about livestock promotion the opinions of the respondents were recorded as exposed in table-3. Livestock fabrication in climate condition was the imperative HRD direction with the term of livestock promotion was acquired the mean score 4.18 and Std. deviation .712. The item who gained the lowest mean score was range livestock enhancement (mean=1.01 and Std. deviation .82). However, the item “livestock industry acceleration” found the mean score 2.50 and Std. deviation 1.071. In this regard, the tendency shows that the livestock fabrication in climate
condition was the most important theme in the livestock promotion. Access to credit is extremely obliging factor for farmers in livestock production (IFAD, 2004).

Information accessible in table 4 in relation to meat production a high proportion as well as high mean score about improves meat production (mean=4.18; Std. deviation .712).

**Table-4: HRD themes about meat production.**

<table>
<thead>
<tr>
<th>S.No</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>improve meat productions</td>
<td>4.18</td>
<td>.712</td>
</tr>
<tr>
<td>2.</td>
<td>marketing of meat</td>
<td>2.62</td>
<td>.760</td>
</tr>
<tr>
<td>3.</td>
<td>meat consumption</td>
<td>3.09</td>
<td>.857</td>
</tr>
</tbody>
</table>

However, marketing of milk and meat consumption received mean score 2.62 and 3.09 along with (Std. deviation.760 and .857) respectively. The developed perceptions were indicated improve meat productions getting highest mean score.

**Table-5: HRD themes about livestock management.**

<table>
<thead>
<tr>
<th>S. No</th>
<th>Items</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>cutting-edge sheep &amp; goat production</td>
<td>3.60</td>
<td>.722</td>
</tr>
<tr>
<td>2.</td>
<td>Progressive wool production</td>
<td>3.52</td>
<td>.799</td>
</tr>
<tr>
<td>3.</td>
<td>draught animal management</td>
<td>3.60</td>
<td>.749</td>
</tr>
<tr>
<td>4.</td>
<td>range improvement</td>
<td>2.66</td>
<td>.895</td>
</tr>
<tr>
<td>5.</td>
<td>animal health</td>
<td>2.53</td>
<td>.855</td>
</tr>
<tr>
<td>6.</td>
<td>animal and agriculture</td>
<td>3.88</td>
<td>.600</td>
</tr>
</tbody>
</table>

Livestock farming at country level was carried out below numerous structures like agro-pastoralist, commercial stall-feeding, transhumant, pastoralists and peri-urban intensive system. In this regard the data was depicted that the animal and agriculture was achieved the highest mean score 3.88 along with Std. deviation .600. Followed by cutting-edge sheep & goat production and draught animal management found the mean score 3.60 and 3.60 along with Std. deviation .722 and .749 respectively. Further,
progressive wool production item was got the average mean score 3.52 along with Std. deviation .799. However, animal health and range improvement caught lowest mean score 2.53 and 2.66 along with Std. deviation .855 and .895 respectively. The determinations of upholding the livestock was diverse in different cultures such as revenue generation, draught tenacity and food safety (Heffernan et al., 2001: and McCorckle, 1987).

**Conclusion**

Increase efficiency of prevailing livestock, dairy and poultry through development process was the core value of the government of Balochistan. In the reference, the provincial government has taken the effort to how the increases the livestock production based on efficient initiatives like introducing new technologies, improved management practices, the heroic act, export potential of livestock, promotion of substitution of milk products and improve livestock marketing infrastructure. The results show that most (41%) of the respondents fell into the 36 to 50 years of age categories. Most (38%) of the respondents having the degree of graduation followed by most (28%) of the respondents were holding the F.Sc. The results further show that the dairy making was the most human resources theme in dairy production as 4.09 mean along with .860 Std. deviation as higher perceptions. While the potential of milk was received the mean score 1.07 and .350 respectively. It was concluded that the dairy making was the important HRD theme about dairy production. Livestock fabrication in climatic condition was the imperative HRD direction with the term of livestock promotion was acquired the mean score 4.18 and Std. deviation .712. The item who gained the lowest mean score was range livestock enhancement (mean=1.01 and Std. deviation .82). Meat product a high proportion as well as high mean score (mean=4.18; Std. deviation .712). Animal and agriculture were achieved the highest mean score 3.88 along with Std. deviation .600. Followed by cutting-edge sheep & goat production and draught animal management found the mean score 3.60 and 3.60 along with Std. deviation .722 and .749 respectively.

**Recommendations**

Based on the results following recommendations were developed. Value chain and value addition, as an important feature of productivity, it is therefore suggested that farmers given widespread training in the area of marketing and supply chain. State-of-the-art sanitation measures with technology application prerequisite to be familiarized. Fresh kinds and genetic amalgamations need to be familiarized to have extra improved and productive animals. Provincial government credit schemes should be accessible for the structure of sheds, acquisition of conveyance and new
milking animals. Further the recommendation reveals that the initiate and sustenance interventions crosswise the dairy significance chain to increase sector affordability over and done with innovations and research. The provincial government should be initiated the technology-oriented and need-based trainings of human resource working in the dairy business.
References


Customer Satisfaction in Online Banking Services: A Comparative Analysis of Islamic and Conventional Banks in Pakistan

Nadir Khan¹ & Dr Noor Ahmed Rodeni²

Abstract

This study provides a comparative analysis of the level of satisfaction among the customers of Islamic and Conventional Banks operating in Pakistan. The study examines the extent to which customers of Conventional and Islamic banks are satisfied with the online services being provided by the banks. In this paper, the online banking services are online banking, internet banking and Automated Teller Machines (ATMs). Due to the narrow scope of the literature, customer satisfaction was measured using Zeithmal’s ESERVQUAL model for measuring customer satisfaction which includes the five online service quality dimensions of efficiency, reliability, responsiveness, fulfillment and privacy (Zeithmal et al., 2002). Customer satisfaction is the variable depending upon these five dimensions of online service quality, as customer satisfaction is the collective outcome of psychological reactions and because all the dimensions of online service quality directly or indirectly affect the behavior of the consumer resulting in either customer satisfaction or customer dissatisfaction. The measurement of the five dimensions of online service quality has been mentioned in the papers of Zeithmal (Zeithmal et al., 2000, 2002), and it has been taken as it is for this study as well. It may be suggested from this study that the customers of both the Islamic Banks and the Conventional Banks are somewhat satisfied with the online banking services being provided because of similar kinds of services and no differentiation. Some customers did not even care about the kind of services they were receiving due to no difference in quality, efficiency and effectiveness. The online service quality dimension that affects the customers of conventional banks the most is Fulfillment, whereas, the online

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service quality dimension that affects the customers of Islamic Banks the most is Responsiveness.

**Keywords:** Customer satisfaction, ESERVQUAL, Islamic banks, Conventional banks.

**Introduction**

Financial distress, economic slowdown, defaulting loans and stressed out clients have had a damaging impact on the Banking Industry all around the globe. Collapsing financial institutions have shivered the confidence of bank customers on the banks. Bank clients have been left in a dilemma because of the huge takeovers of banks all over the world. Disturbed clientele have almost lost all the trust on the banking institutions because of the changed rules and strictness brought after the Global Economic Recession. Still, the population out of options has to take the help of banks for financial services and use the product services being provided. These product services include Automated Teller Machines (ATM’s), Electronic Banking and Tele Banking.

This paper discusses the level of customer satisfaction of online banking services within the banking industry of Pakistan. The online services were introduced by the foreign banks in the banking industry of Pakistan during the mid-1990’s followed by the domestic banks in the late 1990’s. Due to the rapid changes and advancements in the technological sector almost everyone has the ability to get access to the various product services being provided by the banks in Pakistan. The accelerating advancement in the electronic distribution channels has brought exhilarating changes in the financial industry during the past few years with an increasing rate of competition among players and huge changes in consumer needs (Kaleem & Saima, 2008).

High level of competition among the banks and non-bank financial institutions due to the technological changes has made it difficult for the banks attract customers because today each and every financial institution is almost providing similar services and competitive edge has been very difficult to manage. Financial institutions like banks can increase their clientele by providing excellent service quality which will allow the banks to have some kind of competitive advantage over the other financial institutions because high levels of service quality will increase the level of customer satisfaction. Increased customer satisfaction enables the customer to use the services again and again, thus creating more and more loyal customers for the banks. In today’s world customer satisfaction is the first and foremost preference of any profit generating organization as more satisfied customers
increase the income of any organization and even attract other users and consumers (Patricio, Fisk & Falcao 2003).

Islamic banking was introduced in the industry of Pakistan about three decades ago with an initiative of eliminating interest from the operations of specialized financial institutions and conventional banks but the serious efforts taken to promote Islamic banking have been taken in the recent past when in January 2000, the State Bank of Pakistan constituted a Commission for Transformation of Financial System (CTFS) in order to introduce Shariah compliant modes of financing and on September 15, 2003, when the State Bank of Pakistan established the Islamic Banking Department (Moin, 2008).

Literature Review

Customer Satisfaction

Satisfaction in the past has been defined as post-choice judgment concerning a specific purchase decision (Churchill & Surprenant, 1992; Oliver, 1980). Many researchers argue that satisfaction is an attitude/evaluation that is formed by the customer comparing their pre-purchase expectations regarding a product to the perceptions of the performance they actually did receive (Oliver, 1980).

Several researchers have defined customer satisfaction in different ways. The following table presented will provide a clear perception of customer satisfaction:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Researcher</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Satisfaction is person’s feelings of pleasure or disappointment resulting from comparing a product’s perceived performance (outcome) in relations to his/her expectations”</td>
<td>Kotler</td>
</tr>
<tr>
<td>“Customer satisfaction is a collective outcome of perception, evaluation and psychological reactions to the consumption experience with a product or service”</td>
<td>Yi</td>
</tr>
<tr>
<td>“Satisfaction is function of consumer’s beliefs that he/she was treated fairly”</td>
<td>Hunt</td>
</tr>
</tbody>
</table>

Table 1: Definitions of Customer Satisfaction (Saha and Yanni, 2005)
Satisfaction Formation

According to Khalifa and Liu (2003), satisfaction is determined by the discrepancy between perceived performance and cognitive standards such as expectations and desires. Customer expectation can be defined as a customer’s beliefs about a product. Expectations are viewed as predictions made by consumers about what is likely to happen during an exchange. Perceived performance is defined as a customer’s perception of how a product’s performance fulfills their wants, needs, and desires. Perceived quality is a consumer’s judgment about a firm’s overall excellence. Disconfirmation is defined as consumer judgments resulting from comparing their expectations and their perceptions of performance received (Saha and Yanni, 2005).

Oliver (1980) described how a consumer’s satisfaction judgments reach the expectation-disconfirmation framework. Figure 1 shows the process of satisfaction judgment related to expectation-disconfirmation. In the figure, the arrow from expectations to perceived quality shows that perceived quality may increase or decrease directly with expectations. Also, perceived quality may confirm or disconfirm to pre-purchase expectations. The extent to which perceived quality expectations are disconfirmed is depicted in the figure by drawing arrows from expectations and perceived quality to disconfirmation. Satisfaction is more affected by disconfirmation and perceived quality.

Figure 1: Satisfaction Formation (Oliver, 1993)
Service Quality

The table below shows various definitions of service quality presented by different authors:

**Table 2: Definitions of Service Quality (Saha and Yanni, 2005)**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Author</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The difference between customers’ expectations for service performance prior to the service encounter and their perceptions of the service received”</td>
<td>Asubonteng</td>
</tr>
<tr>
<td>“Service quality is the subjective comparison that customers make between the quality of service that they want to receive and what they actually get”</td>
<td>Gefan</td>
</tr>
<tr>
<td>“Service quality is determined by the differences between customers expectations of service providers performance and their evaluation of the services they received”</td>
<td>Parasuraman</td>
</tr>
</tbody>
</table>

Frameworks for evaluating service quality

The service quality model

The service quality perceived by customers differs depending upon the company’s strategy to deliver and promote those services. The service quality model states that the quality of a service, as perceived by the customer, can be divided into technical quality and functional quality dimensions. Technical quality shows what a customer receives as the output of a service production process and functional quality determines how the technical quality is produced and delivered to customer. Technical quality is the basic condition for a positively perceived total quality whereas the functional quality is the one that adds the competitive advantage (Mont & Pleyps, 2003).

The Servqual Model

One of the mostly used tools to measure service quality is SERVQUAL based on extensive research in generic determinants of perceived service quality. The model measures the difference between customers’ expectations about general quality of a certain group of service providers and their perceptions about the actual performance of a service provider from that group. The model defines customer satisfaction as perceived service quality,
which is the difference between expected service and perception of the service quality received (Mont & Plepys, 2003).

**Figure 2: Service Quality model (Mont & Plepys, 2003)**

<table>
<thead>
<tr>
<th>DETERMINANTS OF SERVICE QUALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Access</td>
</tr>
<tr>
<td>▪ Communication</td>
</tr>
<tr>
<td>▪ Competence</td>
</tr>
<tr>
<td>▪ Courtesy</td>
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<tr>
<td>▪ Credibility</td>
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<tr>
<td>▪ Reliability</td>
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<tr>
<td>▪ Responsiveness</td>
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<tr>
<td>▪ Security</td>
</tr>
<tr>
<td>▪ Tangibles</td>
</tr>
<tr>
<td>Understanding the customer</td>
</tr>
</tbody>
</table>

Box 1. The Determinants of Service Quality (Mont & Plepys, 2003)

- **Access** means approachability and ease of contact;
- **Communication** means informing the customers in an understandable way and listening to them. It may imply that companies need to use different languages to talk to different customer groups (i.e. professional and private customers) in i.e. explaining what the service comprises, how much various service elements and offers cost, and other features of the service;
- **Competence** means possession of required skills (i.e. organizational and personal) and knowledge to perform the service;
- **Courtesy** comprises politeness, respect, friendliness of the service provider personnel;
- **Credibility** includes trustworthiness and honesty;
- **Reliability** means that the service is performed with high accuracy and thoroughness every time;
- **Responsiveness** concerns the willingness of employees to provide the service and how fast the service is provided.
- **Security** comprises physical and financial safety and confidentiality;
- **Tangibles** include all physical products that are involved in service delivery, and even other customers;
- **Understanding the customer** means taking steps to know customer better, learning their specific requirements, providing individual attention, recognizing regular customers.
Online Service Quality Dimensions

The SERVQUAL determinants cannot be used to measure e-services but the dimensions closely related can be constructed. Still there is the need to construct more dimensions to fully and properly analyze e-service quality (Saha and Yanni, 2005). A model named e-SERVQUAL has been developed to measure e-service quality. With the help of a focus group interview seven dimensions of online service quality have been identified namely, efficiency, reliability, fulfillment, privacy, responsiveness, compensation and contact. Four dimensions including efficiency, reliability, fulfillment and privacy have been used to construct the e-SERVQUAL scale that is used to measure the customers’ perception of service quality delivered online (Zeithmal et al., 2000).

*Efficiency* is the ability of the customers to get to the website, find their desired product and information associated with and check out with minimal effort. *Fulfillment* refers to the accuracy of service promises. *Reliability* is related with the technical functioning of e-services, particularly the extent to which it is available and functioning properly. *Privacy* dimension assures that customer information regarding the use of e-services is secure (Zeithmal et al., 2002).

It was found that three dimensions of the e-SERVQUAL scale became salient when the customers using online services had questions or ran into some problems. These three dimensions include responsiveness, compensation and contact. *Responsiveness* is the ability of the e-service providers to provide appropriate information to customers when a problem occurs, having mechanisms for handling returns and providing guarantees. *Compensation* is the determinant that focuses on receiving money back and returning shipping and handling costs. The *Contact* dimension focuses on to be able to contact the customer online or through phone (Zeithmal et al., 2002).

(Madu and Madhu, 2002) have proposed fifteen dimensions of online service quality including performance, features, structure, aesthetics, reliability, storage, capacity, serviceability, security and system integrity, trust, responsiveness, product/service differentiation and customization, web store policies, reputation, assurance and empathy. (Wolfinbarger and Gilly, 2002) had found 4 online service quality dimensions with the help of focus groups and an online survey. These dimensions include web site design, reliability, privacy/security and customer service with reliability and fulfillment being the strongest predictors of customer satisfaction (Saha and Yanni, 2005).

Fang and Yang 2004 identified five dimensions of online service quality and stated that several items within these dimensions are critical for customers to
evaluate service quality and satisfaction. The first important dimension is prompt order execution and confirmation which requires adequate system capacity and staff support. The second aspect is the accuracy of the online trading system. The third dimension is the accessibility of the web site. The fourth aspect is quick and reliable email response besides traditional communication system means such phone calls. Finally, privacy and transaction security are important concerns for customers (Saha and Yanni, 2005).

**Online Banking and Customer Satisfaction**

With the help of previous studies, it has been observed that in determining customers’ perceptions of overall banking service quality, banking service product plays a very important role and ten dimensions of internet service quality have been identified. These dimensions include reliability, responsiveness, competence, courtesy, credibility, access, communication, understanding the customer, collaboration and continuous improvement. *Reliability* refers to the keeping of promises for providing correct service. *Responsiveness* is the ability to provide prompt and convenient service to quickly solve problems. *Competence* is the ability to solve problems. *Courtesy* refers to address complaints friendly and consistently. *Credibility* is confidence in the banks service. *Access* includes availability for help like ATM access, phone access, e-mail access and account access when abroad. *Communication* means to give clear answers to the customers. *Understanding the Customer* refers to personal attention. *Collaboration* means external and internal collaboration. *Continuous Improvement* means continuous improvement of online systems, banking products and customer services (Saha and Yanni, 2005).

**Online Banking in Pakistan**

Electronic banking is the latest development in the series of technological wonders of the recent past. ATMs, telebanking, credit cards and debit cards have emerged as effective delivery channels for traditional banking products. In Pakistan, the foreign banks took initiative of introducing ATMs and credit cards in the mid-1990s and were then followed by the domestic banks in the late 1990s. The State Bank of Pakistan explained that this delayed entry was because of regulatory problems, higher startup costs, on-going banking reforms and the major issue was the lack of technical skills (Kaleem & Saima, 2008).

Electronic banking was further promoted by the Government of Pakistan with the promulgation of the Electronic Transaction Ordinance 2002. This step
provided legal recognition of digital signatures and documentation thus reducing the risk associated with the use of electronic media in business. Currently, almost all conventional banks have set up their own ATM networks, issue debit and credit cards and have joined one of the two ATM switch network (Kaleem & Saima, 2008).

The online banking services provided by the banks in Pakistan are:

1. **INQUIRY**: Account statement inquiry, account balance inquiry, check statement inquiry, fixed deposit inquiry.
2. **PAYMENT**: Credit card payments, transfer of funds, direct payments, utility bills payments.
3. **REQUEST**: Check book requests, stop payment requests, demand draft requests, and new fixed deposit requests.
4. **DOWNLOAD**: Customer profile, statement download, other information and guidelines download. (Kaleem & Saima, 2008).

**Conceptual Framework**

Based on the narrow down scope of the literature review, the five online service quality dimensions selected for this research study have been taken from the study done by Zeithmal et al. (2000, 2002). The reason to select these dimensions is that many researchers have mentioned the same service quality dimensions in their studies. These five online service quality determinants are:

- Efficiency
- Reliability
- Responsiveness
- Fulfillment
- Privacy

The above mentioned five determinants of online service quality are the independent variables and customer satisfaction is considered as the dependent variable on these five dimensions of service quality. Figure 3 shows the relation among the dependent variable and the independent variables. From the figure it can be analyzed that customer satisfaction is the collective outcome of psychological reactions because all the dimensions of service quality that have been discussed, directly or indirectly affect the psychological behavior of the consumer resulting in either customer satisfaction or customer dissatisfaction.
The next table shows the measurement criteria used in this research study for online service quality dimensions and their conceptualization:

<table>
<thead>
<tr>
<th>ONLINE SERVICE QUALITY DIMENSIONS</th>
<th>MEASUREMENT</th>
<th>SUPPORTIVE ARTICLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>EFFICIENCY</td>
<td>The ability of the customers to get to a website, find their desired product service and information associated with it.</td>
<td>Zeithmal et al., 2002</td>
</tr>
<tr>
<td>RELIABILITY</td>
<td>The technical functioning of the service and the information provided is accurate.</td>
<td>Zeithmal et al., 2002</td>
</tr>
<tr>
<td>RESPONSIVENESS</td>
<td>The ability of e-service providers to provide appropriate information to customers when a problem occurs, willingness to help customers and provide prompt service.</td>
<td>Zeithmal et al., 2002</td>
</tr>
<tr>
<td>FULFILLMENT</td>
<td>Accuracy of service promises, delivery of the product service in the promised time.</td>
<td>Zeithmal et al., 2002</td>
</tr>
<tr>
<td>PRIVACY</td>
<td>Personal information is not shared, credit/debit card information is secure.</td>
<td>Zeithmal et al., 2002</td>
</tr>
</tbody>
</table>

Customer Satisfaction Criteria

“Customer satisfaction is a collective outcome of perception, evaluation and psychological reactions to the consumption experience with a product or
service” (Saha and Yanni, 2005). Customer satisfaction is based on the experiences, perceptions and psychological reactions of the population. For measuring customer satisfaction, the model being used in this research study is ESERVQUAL including the dimensions of efficiency, reliability, responsiveness, fulfillment and privacy. Depending on these dimensions it can be concluded that whether the customers using the electronic services are satisfied or not and for this purpose a criteria has been set.

The criteria for measuring customer satisfaction based on the five independent variables in this research study depends on the population mean (µ). This criterion has been selected from the study conducted by (Saha and Yanni, 2005). This criterion depends on the Likert Scale that has been used in the survey conducted for primary data collection for this research study. According to this criterion customer satisfaction and dissatisfaction depends whether the mean of each of the five independent variables is higher or lower than the population mean (µ). (Saha and Yanni, 2005) The population mean (µ) for this research study is equal to the value of 2.5 and customer satisfaction depends that whether the mean of each of the five independent variables is either higher or lower than the population mean (µ). The criterion is further explained in the table below:

<table>
<thead>
<tr>
<th>CUSTOMER SATISFACTION</th>
<th>CUSTOMER DISSATISFACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>µ (2.5) &gt; Efficiency Mean</td>
<td>µ (2.5) &lt; Efficiency Mean</td>
</tr>
<tr>
<td>µ (2.5) &gt; Reliability Mean</td>
<td>µ (2.5) &lt; Reliability Mean</td>
</tr>
<tr>
<td>µ (2.5) &gt; Responsiveness Mean</td>
<td>µ (2.5) &lt; Responsiveness Mean</td>
</tr>
<tr>
<td>µ (2.5) &gt; Fulfillment Mean</td>
<td>µ (2.5) &lt; Fulfillment Mean</td>
</tr>
<tr>
<td>µ (2.5) &gt; Privacy Mean</td>
<td>µ (2.5) &lt; Privacy Mean</td>
</tr>
</tbody>
</table>

The means of the five independent variables will be calculated by taking the averages of all the responses of each of the questions related to the five independent variables. For example, for calculating the efficiency mean, the averages of all the responses of the questions relating to efficiency will be calculated. Furthermore, the mean of the averages calculated will be taken and the resultant will be the efficiency mean. Similarly, the procedure will be carried for the remaining four independent variables. After calculating the five means, a comparison will be carried out between the five means of the independent variables with the population mean individually.
Research Methodology
This study is descriptive in nature because it is an attempt to describe the relationship between customer satisfaction and the online banking services being provided by the banks operating in Pakistan. The data collection instrument used for this study is a questionnaire which is basically a tool of the survey method. The survey method was used because it is easy and cost efficient, data can be collected on a large scale and relatively less time is needed to collect data (Bowerman et al., 2001).

The sample size of 3000 was divided equally between the conventional banks and the Islamic banks so as to obtain proper data from the respondents based on the convenience sampling technique. This sampling method has been used due to lack of time and budget, also, with the help of this method primary data from the banks customers was easy to collect as it is difficult to obtain customer data from the banks.

1500 survey questionnaires were selected to collect data from the customers of conventional banks, whereas, the remaining 1500 were selected to collect data from the customers of Islamic banks. All the 1500 survey questionnaires were distributed among the customers of conventional banks in the different cities of Pakistan. At the end of data collection 1450 questionnaires were received from the respondents of conventional banks that had been completed properly. Whereas, out of the 1500 questionnaires distributed among the customers of Islamic banks, only 1330 survey questionnaires were received that had been completed properly, whereas, other uncompleted questionnaires were excluded.

Data Analysis
The next step following data collection was data analysis. In the data analysis phase the first step was to code the data that had been collected using the survey questionnaire. After coding the data the next part was to compile the coded data for proper analysis.

The proper analysis of the collected data led to the following findings related to customer satisfaction in banking services of the local conventional and Islamic banks operating in Pakistan. The analyzed data showed that:

- The local conventional and Islamic banks selected for this research study operating in Pakistan provide almost similar kinds of online banking services to their customers.
- 80% - 90% operations of the local conventional banks based in Pakistan are carried out using technology based services and because
of the entrance of new Islamic Banks in the banking industry of Pakistan, the majority of the Islamic banks in order to keep up with the competition also provide around 90% - 95% innovative and technology based services to their customers.

- Customers still have problems regarding the online banking services and these problems include, less awareness about internet banking, customers do not have any idea how to carry out activities with the help of internet banking, ATM’s are not always properly working, cash is not always available in ATM’s, the problems related to internet banking as well as ATM are not resolved very quickly and properly and even many customers are unaware of the service of online banking. These problems are experienced by both the customers of conventional as well as Islamic banks.

**Comparative Analysis**

- **Efficiency Mean**

  **Figure 4: Efficiency Mean**

  ![Efficiency Mean Graph](image)

  According to (Saha and Yanni 2005), the value of efficiency mean less than 2.5 shows customer satisfaction. The efficiency mean for both the conventional banks and Islamic banks is less than 2.5 which shows that the customers of both conventional and Islamic banks are satisfied from online banking services provided by their banks.
RELIABILITY MEAN

**Figure 5: Reliability Mean**

The value of mean greater than 2.5 will result in customer dissatisfaction, whereas, a value less than 2.5 shows customer satisfaction (Saha and Yanni, 2005). The reliability mean shows that the customers of conventional banks as well as Islamic banks are satisfied with the online banking services being provided by their banks because the values of 2.31 for conventional banks and 2.17 for Islamic banks are less than the population mean of 2.5.

- **RESPONSIVENESS MEAN**

**Figure 6: Responsiveness Mean**

The responsiveness mean of 2.28 for conventional banks is less than the population mean of 2.5 which shows customer satisfaction, similarly, a responsiveness mean of 2.16 for Islamic banks less than the population mean of 2.5 also shows customer satisfaction (Saha and Yanni, 2005).
• **FULFILLMENT MEAN**

  **Figure 7: Fulfillment Mean**

  Fulfillment mean of 2.06 for conventional banks and 2.05 for Islamic banks, both less than the population mean of 2.5 again show customer satisfaction (Saha and Yanni, 2005).

• **PRIVACY MEAN**

  **Figure 8: Privacy Mean**

  (Saha and Yanni 2005) state that a mean of less than 2.5 will result in customer satisfaction. Hence, the privacy mean of 2.15 for conventional
banks and 2.16 for Islamic banks less than the population mean 2.5 show customer satisfaction.

- **CORRELATIONS**

The correlations of customer satisfaction with efficiency, reliability, responsiveness, fulfillment and privacy are shown in the table below:

<table>
<thead>
<tr>
<th></th>
<th>Efficiency</th>
<th>Reliability</th>
<th>Responsiveness</th>
<th>Fulfillment</th>
<th>Privacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Satisfaction (Conventional Banks)</td>
<td>0.860</td>
<td>0.923</td>
<td>0.934</td>
<td>0.976</td>
<td>0.969</td>
</tr>
<tr>
<td>Customer Satisfaction (Islamic Banks)</td>
<td>0.861</td>
<td>0.982</td>
<td>0.996</td>
<td>0.977</td>
<td>0.991</td>
</tr>
</tbody>
</table>

From *Table 5* it can be observed that the customer satisfaction for conventional banks has strong correlations with all of independent variables starting from efficiency with a correlation of 0.860, reliability 0.923, responsiveness 0.934, fulfillment 0.976 and privacy 0.969. But the strongest correlation of customer satisfaction is with fulfillment 0.976. Also, all the independent variables have strong correlation with the dependent variable customer satisfaction for Islamic banks as well. The correlation between customer satisfaction and efficiency is 0.861, correlation between customer satisfaction and reliability is 0.982, correlation between customer satisfaction and responsiveness is 0.996, correlation between customer satisfaction and fulfillment is 0.977 and the correlation between customer satisfaction and privacy is 0.991. Hence, the strongest correlation is between responsiveness and customer satisfaction which has the value of 0.996.
Conclusions

Based on the analysis and findings of the data collected it can be concluded that local conventional banks have adopted almost around 80% - 90% innovative and technology based services, whereas, the local Islamic banks have based almost 90% - 95% of their operations on innovative and technology based services.

Customers of both the local conventional and local Islamic banks are somewhat satisfied with online services of the banks mainly because all the banks are providing similar kinds of services and there is no differentiation in services being provided by the banks. Also, many customers do not even care what kind of services they are receiving because of similar services with similar quality, efficiency and effectiveness. Customers might show high satisfaction or high dissatisfaction when the online services of the local conventional and local Islamic banks of Pakistan are compared with the online services of the banks operating in foreign countries.

The online service quality dimension that affects the customers of local conventional banks the most is fulfillment, whereas, the online service quality dimension that affects the customers of local Islamic banks is responsiveness. The customers of both local conventional and local Islamic banks are facing similar problems that include less awareness about internet banking, unable to take advantage of the service of internet banking because of less knowledge, ATM’s are not always connected and working properly, cash is not always available in ATM’s, many customers are still unaware of the service of online banking, problems related to internet banking and ATM’s are not resolved very quickly.

Implications for Further Research
Conducting a research study by taking into consideration the major players of conventional banking will provide much more valuable information. Also, taking into account all the product services that the banks are providing to their customers will put a good research forward. Another area that can be explored is by comparing the services of foreign banks to local Islamic banks as to understand which banks are performing better.
Limitations

The limitations to this research study are:

- Data will be collected from the major cities of Pakistan which are Karachi, Lahore, Quetta, Islamabad and Peshawar. The other cities, towns and villages of the country will be ignored due to time and cost constraints.

- Because of Islamic Banks not having a wide range of network the big players, in conventional banking have not been included.

Only two product services of the banks have been selected because of time limitations.
References


Impact of Performance Appraisal System on Employee’s Satisfaction and Career Progression: Study of A Public-Sector Bank in Balochistan

Safia Yousaf,¹ Dr. Safia Bano², Kaneez Fatima³

Abstract

Present research purpose is to look at the perception of employee’s satisfaction and career progression. To gain understanding current study adopts the qualitative approach to explore the employee’s career progression in relation to the performance appraisal system in baking sector. Data was collected through semi structured interview. The research identified that the performance appraisal system in National Bank of Pakistan (Baluchistan) is not effective. Employees of the study were entirely dissatisfied due to organizational culture, and in-effective assessment functioning in the banks named as Bell Curve System.

Key words: Performance Appraisal System, Bank (National Bank of Pakistan Quetta), assessment, career progression.

Introduction

The present research involves all around on the performance appraisal of employees working in National Bank of Pakistan (NBP). The human resource is the pillar and has very significant place in any organization. It has been argued that any organization aim is to achieve the goals, objectives and achieve the four elements which make up the resources of organization i.e. Money, Materials, Machines and last is Man, Man is measured as the most central element since all the causes of success or failure depend on it (Aghassi, 1999). The significance of banking system on the level and growth rate of national income in fostering economic development via the identification and funding of productive sector” (Schumpeter, 1934). The overall task of the human resources of any organization has to judge the employee’s behavior on performance to accomplish the overall tasks. (Lalita,
Additionally, the benefits and increments which are given by the organization is very essential to the profession, career and career progression, which are designed for inspiration and upgrading, personal encouragement, inverse administrative position, nurturing enthusiastic relations related to the administration and workforce (Rashid et al, 2013). The performance appraisal system has a great role in the effectiveness of organization because if employee is getting desired reward and satisfaction so he/she shows great satisfaction and integrity at her job. The implementation of performance appraisal system has great effect on the career progression of employees in any organization.

**Historical background of NBP**

National Bank of Pakistan is one of the largest commercial bank. It has a significant role in public sector organization working as a modern commercial bank. The NBP services are available to all individuals, government and corporate entities. It continues to act like trustee of public funds. And NBP works like the agent to the State Bank of Pakistan (in those places where SBP is not present). NBP needs to be redefining itself and shed its role as a public-sector bank, intended for a modern commercial bank now a days in competitive business environment. National Bank of Pakistan has constructed a network of extensive 1350 branches in Pakistan and operates in major business centers abroad. The domestic branch network is computerized and is online. The Bank has also representative offices in Tashkent, Chicago, Beijing, Toronto, New York, Tajikistan, and Japan. More than 3000 correspondent banks around worldwide it has agency arrangements (www.nbp.com.pk).

The recent study is all about the challenging issue of performance appraisal system in National Bank of Pakistan. The purpose of the research was to evaluate the problem occurred by performance appraisal system. The current research works on development of employee’s satisfaction and career progression. The development of research was aimed to layover the specific problem. Performance appraisals have a vial tool in the field of Human resources management to preserve efficiency of those employees whose assurance level is higher than other within the organization. If the performance of organization remains high then it must be work with motivated employees (Rashid, 2013). As the problem was discussed by the previous researchers Performance Appraisal systems requires improvement in effective and supporting employee performance and their development otherwise it is incredible wastage of time and resources which spent on the development and implementation of employees (Zingheim et al, 2007). The performance appraisal systems include a propensity to have numerous
problems. Rater’s evaluation is instinctively unfair by cognitive and motivational (Bretz et al, 1992).

The problem which is faced by the employees of National Bank of Pakistan has been current performance appraisal system and its effect on career progression. The purpose of the current research is to evaluate the recent problem occurred by performance appraisal system in National Bank of Pakistan. The current research works on development of employee’s satisfaction and career progression.

**Literature Review**

Performance appraisal means ‘job performance’. Performance appraisal system consists of the process of setting standards, applications, managing and informing the incidents related to employee’s performance appraisal. Performance Appraisal system in organize to achieve the target and strategic goals of any organizations is the most influential instrument to mobilize the employees (Bartlett, 2004). Performance appraisal system has the most popular activity and widely studied areas of human resource management, organizational psychology and industrial relations (Fan, 2013). Performance Appraisal is the innermost pillar of performance management in bank to maintain the high motivation among the employees (Pallavee et al, 2012). The current appraisal method creates satisfaction among the employees but most of employees affirmed that their appraisals are not prejudiced by biasness of top level management (Lalita et al, 2013). Performance appraisal plays like a key within the hands of people to replicate their own competencies other issues which are related to their performance. (Showkat, 2013). Performance appraisal system includes all formal procedures which are used to appraise personalities, potentials of member’s and contributions within a working organization. (Pallavee et al (2012). Performance appraisal system is that by which the employees provide with feedback regarding their performance it also helps the organization for making decisions and sanctioning it about rewards (Babalola, 1998).

Additionally, the most modern organizations depend upon the appraisal forms which provide the employees and gives feedback on performance appraisal system. It also helps the organization to make decisions and other equipment such as promotions and pay increases (Oshionebo, 2000). Another researcher argued that there are four purposes of Performance Appraisal, it makes distinction among people, it distinguishes a person’s strengths and weaknesses, it implements and evaluate the human resource systems of organization, and it documents personnel decisions. The most important thing which is common in all is man (Cleveland et al 2003). It is
necessary to managers of the bank that they should follow the equality policy while appraising the performance among their subordinates (Rahim, 2012). There is lack of professional approach and appropriate atmosphere towards the performance appraisal system, so the objective is defeated as a whole (Pallavee et al, 2012).

Hence, Performance Appraisal system becomes successful as they should use improvement plans, make development and reach agreement on what should be done in future to augment the bank’s effectiveness (Pallavee et al, 2012). The genuine appraisal report put by a rater has not suitably rewarded. It reduces the motivation among the job sincerely and thoroughly (Vijay, 2014). The performance appraisal is not only related to the forms but also the definitive purpose of performance appraisal is to allow managers and employees to improve continuously and remove all the barriers related to job successor, to make everyone better (Mishra, 2013). Performance appraisal is the most significant human resource practice and is an inseparable part of organization; however, the practice is endlessly generating dissatisfaction among the employees and is viewed as less effective and unfair (Vikas, 2012). Additionally, a research of United Bank of India states that because of the management inefficiency, low capital adequacy, earning quality and poor assets the worst performer is United Bank Ltd of India. (Parvesh, 2013). Another research states that only limited organizations are satisfied with current performance appraisal systems and the level of dissatisfaction is greater (Thathachary, 1981). The performance appraisal systems have a tendency to have several problems such as Rater’s evaluation which are often instinctively biased by their motivational and cognitive (Bretz et al, 1992).

According to the Pakistani banks, the performance appraisal system which has applied in Habib Bank Limited Pakistan states that the employees can be motivated to perform well, if they are rewarded according to their performance. The level of loyalty increases as they will generate revenue for the bank with best evaluator (Mariyam 2011). The performance appraisal in private sector works better than in public sector, basically this study is related with the relationship between employees performance and HR practices in banking sector of Pakistan (Zulfqar et al, 2011).

Another Pakistani Bank (Bank Alfalfa) is using the same traditional system. The appraisal system should be computerized which can remove the biasness it has also seen that using the traditional performance management it is difficult for achieving fair results due to favoritism and nepotism (Farheen, 2014). All the top ranked banks in the world have fully functional performance appraisal system in place to ensure their smooth functioning of
Human Resource Department. The case is no different in our Pakistani banking system. Like the other banks National Bank of Pakistan has its own vision, Mission and core value. To accomplish these objectives, it is necessary to make plans and strategies.

**Theoretical lens**

This study utilizes the equity theory as theoretical lens. The equity theory has been developed by John Stacey Adams in 1969. He was a behavioral psychologist. The equity theory states the relationship among the perception of fairness with employee motivation (Abdelghafour et al, 2012). Naturally people like fair treatment. Successful organizations always reward the employees according to their contribution. Equity theory states that employee’s perception of fairness impacts on employee’s motivation. Adam also includes that better management system helps the managers to elucidate the responsibility and potential of employees to develop their skills (Abdelghafour et al, 2012).

Furthermore, a research study found that the individual’s perception of impartial pay may be affected by those two demographic variables: earnings potential and current pay level (Carrell, 1978). The employee of any organization automatically gets satisfaction from his pay package and other rewards when he/she gets the proper judgment in his/her performance (Adams, 1965). Fairness, employee expectation, employee’s motivation that are the core areas of Performance Appraisal system, therefore this study suggests equity theory which is an appropriate lens to understand the current research question and Performance Appraisal System in the bank.

**Research questions**

- To what extent does the performance appraisal system influencing employee’s performance? Weather positively or negatively?
- What is the applicability of performance appraisal system in NBP and how it effects on career progression?

**Research Methodology**

The research methodology describes the research approach and philosophy that fulfills the research questions. This research involves all around on the Performance appraisals of the employees working in National Bank of Pakistan. The primary data will be collected through semi structured interview. The Semi-structured interviews includes the selection of data collection from two primary considerations. Firstly, they are proper suited for the exploration of respondent’s perceptions and their opinions regarding
sensitive and sometimes complex issues. It enables for probing more information and answers clarification. Secondly, the educational, varied professional personal histories of the sample group prohibited the schedule of standardized interview (Louise, 1993). Another researcher has argued that the sequence and wording of all the questions placed in a standardized interview are exactly same for each respondent. It can be sure that the difference in the answers is due to the difference among the respondents, rather than in the questions asked (Gordon 1975). Furthermore, it provides the opportunity by observing non-verbal indicators to estimate the validity of respondent's answers by observing non-verbal indicators (Gordon 1975). In contrast, the opportunities provided by a semi structured interview are to change the words not the meaning for schedule of questions (Treece, 1986). Semi structured interviews has the potential to overwhelmed the poor response rates of any questionnaire survey (Austin 1981).

The entire study based on primary data and the sample size will be selected form 12 branches of NBP stated in Quetta City. The interviews would be conducted from Executive’s, Area Managers, Area Credit Managers, Operations Managers, officers, Compliance officers, cashiers from the entire 12 branches and Regional Office of Quetta. The research must follow all the principles of ethics. IRC (Institute of Management Sciences) UOB committee rules are followed for this research. And the participants who are attending the interview are given by specific code P1, P2 ....P10 for participant 1, participant 2 etc. For conducting interview voice recorder will use to save the relevant data and the participant who will not allow to record voice in that case the data will be collected via field notes.

One the data is collected, and then researchers of the study transcribed all interviews. One of the qualitative research analysis method “thematic analyses” is used to understand the data. At first level coding is done then themes are derived from the codes.

Finding

After coding broad themes were derived from the collected data. Following are the themes and subthemes further identified:

THEME 1:

➢ Individual Satisfaction

SUB THEME: Liking and disliking

THEME 2:

➢ Organizational Culture
SUB THEME: Favoritism

SUB THEME: Bell curve System

THEME 3:

➢ Assessment system

SUB THEME: No alarm on quarterly and half yearly basis

Individual Satisfaction

Discussion starts from first theme which is individual satisfaction. The performance appraisal system according to the interviewees generates dissatisfaction each interviewee has its own perception on satisfaction. “I have good job experience as I am working in the organization and learnt a lot of things gain too much experience but if I compare it with my appraisal experience so I totally failed in it as I never ever got better appraisal in my career so I am definitely disappointed on it” (P.3).

The organization is a financial intuition as the researcher finds that the interviewee is not satisfied from performance appraisal system. The interviewee said about his job experience that he has learnt numerous works in the organization and well experienced and according to his appraisal he never ever gained desired result and rewards according to his performance doing in this organization.

➢ Sub Theme: Liking and Disliking

The sub theme is about personal liking and disliking it identifies that the performance appraisal system has conducted on the base of personal liking and disliking. “In my organization the employee is unfortunately appraised on the basis of personal liking and disliking not on his/her performance” (P.4). “I think the system needs to be more transparent and on the basis of merit not on the bases of personal liking and disliking” (P.4).

The interviewee has said about his organizational culture that the employees are not appraised on performance base they just appraised on the bases of personal liking and disliking. Moreover, the interviewee has suggested that the appraisal system should be clear and on merit base not on the base of personal likings and disliking.

Organizational Culture

Employees of the banks were not consent with their organizational culture. They perceived the presence of in-transparency, favoritism, and bell curve
system is the main factors that impact on their career and satisfaction negatively.

**Sub Theme: Favoritism**

The next theme which is identified after the interviews is about favoritism.

“This system is mostly running on favoritism and nepotism” (P.1).

According to participant views the researcher finds that the interviewee is not satisfied from performance appraisal system the reason is going behind appraisal system is on the base of favoritism the favorite employees of management always get good ratings weather they are performing well or not.

“It is just favoritism nothing else because the people who they like they give good result like A grade to them” (P.2).

The next interviewee is not satisfied from performance appraisal system the reason is going behind interviewee has effected due to favoritism, in his point of view favoritism is personal liking and disliking that the management ranks “A” grade that are favorite to them.

“If I talk about head office as well favoritism is everywhere” (P.2)

Moreover, it finds that performance appraisal system is not a clear system it is just favoritism. According to interviewee the roots of favoritism are everywhere not only in branches and regional offices but also in head office.

“The appraisal system has not applied on the bases of performance and hardworking it applies on the bases of favoritism and relationship (P.3)

It finds that the interviewee is not satisfied from performance appraisal system as it is conducting on the base of favoritism and relationship with the management not on the base of performance and hard working.

“Political influence and favoritism are there. In such organization performance appraisal system are not on performance base political influences and favoritism involves in it. I am not in favor of performance appraisal system in National Bank of Pakistan” (P.5)

The interviewee is disappointed from performance appraisal system in National Bank of Pakistan as the researcher finds that it is not on performance based. It is on the base of favoritism and political influences are involved in it.
Sub Theme: Bell Curve System

The next sub theme in organizational culture is “Bell Curve system” which is applicable in National Bank of Pakistan.

“Bell curve in National Bank of Pakistan is defined as a curve to which the ranks are distributed to the branches of banks according to their strength e.g. 10% A Grade, 20% B Grade, 30% C Grade” (P.8).

Bell curve system is the performance appraisal system which has some specific percentages. Just like 10% A Grade, 20% B Grade, 30% C Grade.

“The percentage of A,B,C,D, should be revised as there may be more deserving employees who should get “A” or “B” category’s but due to % constraints not getting it” (P.1).

The researcher finds that the interviewee is affected due to bell curve system which is applicable in National Bank of Pakistan. It has only 10% “A Grades” but the working employees can be more than 10% in a branch. But due to bell curve system all the working employees are not getting desired ratings.

Assessment System

The third main theme has identified is about assessment system. In banks assessment system there is no alarm on quarterly and half yearly basis.

Sub Theme: No Alarm on Quarterly and Half Yearly Basis

This joint point of view of the researcher finds that there is no alarm on quarterly and half yearly bases to improve the performance.

No we never informed quarterly and half yearly basis (P.4).

The researcher finds that participant was not informed on quarterly had half yearly bases to improve the performance.

“No there is no such system to inform us quarterly and half yearly basis they just finally rate us in the end of the year” (P.5).

Furthermore, the researcher finds that it is in banking culture that there is no alarm on quarterly and half yearly bases to improve the performance just on annual bases ratings occurs.

“No really I have never informed on quarterly and half yearly bases” (P.7).

Thus, it is found that the interviewee has not informed on quarterly and half yearly bases to improve the performance.
Discussion

The research study was based on equity theory. The equity theory has been developed by John Stacey Adams in 1969. The equity theory states the relationship among the perception of fairness with employee motivation. Successful organizations always reward the employees according to their contribution. Equity theory states that employee’s perception of fairness impacts on employee’s motivation. It also includes that better management system helps the managers to elucidate the responsibility and potential of employees to develop their skills. The employee of any organization automatically gets satisfaction from his pay package and other rewards when he/she gets the proper judgment in his/her performance on the other hand if an employee perceives that the other is doing less and getting more he gets less motivation towards his work. Fairness, employee expectation, employee’s motivation that are the core areas of Performance Appraisal system, therefore equity theory is an appropriate lens to understand the current research question and Performance Appraisal System in the bank.

Q no 1:- To what extent does the performance appraisal system influencing employee’s performance? Weather positively or negatively?

The research proves that performance appraisal system is negatively influencing the employee’s performance in National Bank of Pakistan. The Performance appraisal system creates dissatisfaction among the employees. According to participant perception (P.2) the employees are not satisfied because of prejudicial system. The research proves that appraisal system is not applicable on justice. The participant view (P.4) states that the appraisal system in National Bank of Pakistan is conducting on favoritism, personal liking and disliking base not on the performance based. The equity theory which is an appropriate lens of the research is positively effect on it as the employees work load is huge and appraisal system ratings are dissatisfactory.

Q no 2:- What is the applicability of performance appraisal system in NBP and how it effects on career progression?

The performance appraisal system in National Bank of Pakistan is not effective. The employees are totally dissatisfied due to organizational culture. As the performance appraisal system is conducting on favoritism, personal liking and disliking not on the merit base. According to participant perception of (P.5) the performance appraisal system is not on performance based the other most effective entity which is influencing the performance is banking
appraisal system “Bell Curve System”. This system has some ratios as 10% for grade A, 20% for grade B, 30% for grade C.

Furthermore, participant views (P.8) the research proves that the ratios of appraisal system are fewer percentages the working employees can be more than 10% in organization. The research proves that in banking culture the applicability of performance appraisal system is not on merit and performance base it is just on favoritism, recommendation and personal liking and disliking base. According to the participant views of (P.4), (P.5), (P.7), (P.8), the research proves that there is no alarm on quarterly and half yearly base to improve the performance of employees.

The equity theory which is an appropriate lens of the research indicates that the performance appraisal system is negatively affecting the employee’s career progression. As the employees are not getting desired rewards according to their performance the banking system is not fairly applying which creates dissatisfaction, anxiety and disappointed among the employees.

Conclusion

The current study involves all around on the performance appraisal of employees working in National Bank of Pakistan. The research study was based on equity theory. The research proves that performance appraisal system is negatively influencing the employee’s performance in National Bank of Pakistan which is creating dissatisfaction. The performance appraisal system in National Bank of Pakistan is not effective as the employees are totally dissatisfied due to organizational culture, and other the most effective entity which is influencing the performance is banking appraisal system “Bell Curve System”. The ratios of Bell curve system are fewer percentages the working employees can be more than 10% in organization. The research proves that in banking culture the applicability of performance appraisal system is not on merit and performance base it is just on favoritism, recommendation and personal liking and disliking base. There is no alarm on quarterly and half yearly base to improve the performance of employees.

The equity theory which is an appropriate lens of the research positively effects on it, as the employees work load is enormous but appraisal ratings are dissatisfactory and is negatively affecting on the employee’s career progression. As the employees are not getting desired rewards according to their performance the banking system is not fairly applying which creates dissatisfaction, anxiety and disappointed among the employees.
Future Directions

I have tried my level best to make my research as the foundation of employee’s well-being for future generation. As I believe recognition of employees’ hard work can best be measured through an effective performance appraisal system. During the research, it was revealed that it is mutually beneficial project for both the employees and organization. I want to advise that upcoming researchers they should conduct the research on Performance Appraisal System larger scale with varied organization/industries.

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1 Descriptive lexicography and traditional lexicography

1.1 Unlike the case of the other major Iranian languages, nineteenth century linguists at the time of the large-scale 'classifications' of world languages at the turn of the century never compiled a medium-sized Balochi dictionary comparable to those already produced by Steingass (1892) for Persian, Bellew (1867) or Raverty (1860) for Pashto and Jaba-Justi (1879) for Kurdish.

Even judging that the time was not yet ripe for an etymological-comparative dictionary of the Iranian languages be compiled, as early as 1890 Wilhelm Geiger (1890-1891:111, 1891:402) was of the opinion that the compilation of a general Balochi dictionary was an urgent desideratum.

At that time, the following preliminary materials were available for Balochi lexicography to European scholars:

(a) extremely general ethnographic descriptions accompanied by short word-lists (Leech [1838], Masson [1843], Floyer [1882], etc.);

(b) single words and phrases scattered throughout the early grammatical classifications, mainly gleaned at second hand from material recorded by previous travellers and scholars (Bruce [1869], Gladstone [1873], Mockler [1877]);

(c) word-lists varying in size between, but generally of no more than some hundred words in the form of appendixes to first-hand descriptions of

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1 This paper was presented and read at the 2nd International Conference on Balochi Language, Literature and Culture, organized by Balochi Academy on its Golden Jubilee, held in Quetta, July 31st - August 1st, 2011, but subsequently not included in the Conference Proceedings.

2 "L'Orientale" University of Naples, Italy.
varieties of coastal dialects (Pierce [1874] and Marston [1877]) and of north-eastern dialects (Dames [1881], further developed in Dames [1891] - the longest (3,500 headwords) of the word-lists compiled by this author).

These word-lists were merely collections of glosses (ie. explanations of word or phrases) collected in the course of semplified oral surveys of the type "how do you say X in Y?" and grounded only on the need to publish them. This has a textual and linguistic effect on its own (cf. Rossi 1987:486): “before using for the history of the language elements drawn from a corpus consisting of phono-graphic recordings of the speech acts of individuals it is necessary to use specific means, which are philological in the broad sense, in order to identify the variables flowing from the repertoire of the speaker in question into the speech event, from the distortions produced by the channel used (i.e. the specific transcription selected and applied by the describer). [...] it is always necessary to bear in mind the peculiar nature [...] of the informant-describer relationship which restricts the broader use of the speech event in question, thus preventing its verification by the linguistic community [...] they share the feature that the communicative event ends in the moment in which the written text is created in order to project into the future a past speech act which is intentionally considered not to be repeatable or variable, while literary texts in the classical manuscript tradition are open to the future in that they allow of, if collective and oral, editing, variants, special performances, etc.; if individual and written, republication, correction, rejections, etc.”

Only Mansel Longworth Dames, who had already begun redeveloping the materials, part of which were to be included in the textual sections of his Text-book and in his Popular Poetry of the Baloches published in 1907, was engaged in those years on texts transcribed from oral accounts or recitation/performance of poems, although it is significant that the organization of his glossaries (1881, later incorporated in Dames 1891) was explicitly presented as having been elicited from oral survey by listing of glosses, not from texts or speeches (Dames 1881:2).

In view of the conditions of the materials available to Geiger (1890-1891, 1891), whose work (446 entries of his Etymologie [1890-1891] and the Lehnwörter contained in the appendix to his Lautlehre [1891]) still remains the only major etymological-comparative attempt ever carried out for Balochi (cf. below on Korn 2005), it is a happy circumstance that Geiger followed the "wise practice" of listing words from his sources without taking sides. He
himself was working on Bal. texts, and was fully aware of the need of a dictionary based on texts.

However careful Geiger may have been, any etymological collection of the kind of Geiger's lists is condemned to contain aberrant lexical material for the following reasons:

(a) incorrect identification of the phonetic shape of the forms selected as the headwords and their lexicographical variants due to the multivariety idiolects of informants; recording errors caused by contrastive phonemics problems (English-speaking describers are notoriously incapable of fixing the vowel nuances in any linguistic variety they are describing); errors of transcription from fieldnotes to the printed text or, as in frequent cases of scholarly bequests, errors of interpretation by the posthumous editor; misprints (which are lakhs in the case of diacritic marks, especially in the publications printed in the Middle East and British India, where e.g. vowels, single vs. double consonants, etc. were also confused);

(b) ambiguous sense discrimination, in the case of erroneous collocation of (a set of) item(s) within the vocabulary system or of semantic interference in informants' idiolects (which, in view of the complex, multilingual repertoires, are at the same time intradialectal, intralinguistic and interlinguistic); undue inference by the describer, etc.;

(c) erroneous attribution to a dialectal area, when the describer accepts the informant's statement: "in the area X they say Y" without checking it; or because of intra- or interdialectal interference in the (extremely frequent) case of internal (and/or nomadic) migrations, and consequent incoherent selection of the main form in the lemmatisation process;

(d) erroneous sociolinguistic evaluation, when the describer's competence is insufficient to ensure the identification of technical and other jargons etc., or to recognize the peculiar specifications of a particular type of text (religious, sententious, ironic, etc.).

1.2 The next thirty years saw the publication of Mayer and Gilbertson's dictionaries, the only small to medium size (10-15 thousand headwords) published so far which record Balochi equivalents in a widely spoken language (English); however, for practical purposes resulting from the needs of the civilian and military personnel posted to British India, the entries were
ordered according to their English *equivalents* (‘English to Balochi’) and are thus hardly usable for descriptive or comparative linguistic research.

Mayer's work consists of a host of miscellaneous records, perhaps made by more than one collaborator on different occasions (cf. Mayer 1910:3: “Mistakes and superfluities there must be in the first issue of a work like this, with so many dialects, and where Munshis totally untrained, and with no knowledge of grammar, will either not acknowledge the words of another, or purposely try to show themselves better men, or come too late to help one with proof sheets”) and based mainly on the north-eastern varieties, much of his material being taken from Dames, and all of it being badly edited and very badly printed. Mayer, in spite of the declared intention to «leave out any dialect difference» and of having had such a proof-reader as M. L. Dames himself, is in fact an impressive mixture of different dialectal material often hopelessly misprinted” (cf. Mayer (1910:3): “my warmest acknowledgements are due [...] to M. L. Dames, Esquire, of the Indian Civil Service, for much help, and for looking over the sheets before going to press, as well as sound advice from time to time”). In those cases in which it is possible to identify the area of origin of a single Balochi word, Mayer's collection can anyhow be considered of some *onomasiological* utility, since it enters various Balochi *equivalents*, linked through various types of *(para)synonymic relationships*, and ordered under the relevant English *headwords*. In any case, it is impossible to reconstruct how Dames and Mayer interacted, and therefore to determine how Dames' publications and his oral advise could have influenced the lexical records on which Mayer based his *English-Biluchi Dictionary*. “To some extent Mayer reversed Dames’s Vocabulary, using Dames improvements to his original texts” (Elfenbein 1985b:161). One should emphasize that if both Dames and Mayer “extracted vocabularies from their literary collections”, both mixed this material with many other records of different origin; if it is correct to state that “from about 1897 T. J. L. Mayer also began to interest himself in the collection of Balochi ballads and he published, with Dames’ help, a fair collection of them in India in the years 1900-1903”, his work on the translation of parts of the Bible in Balochi should have started many years before, as it is proved by the following statement: “The Auxiliary Bible Society also published during the past year (1900) the four Gospels, the Acts, several of the Epistles, and the First Book of the Psalter, in Baluchi, translated by the Rev. T. J. L. Mayer, formerly of the CMS”, *Proceedings of the Church Missionary Society for Africa and the East*, p. 277 (I owe this information to an archive research carried out in London in the 1980s by Drs Simonetta Calderini and Delia Cortese, Academic Research Assistance, London; see also Grierson 1921:334-335).
Gilbertson's *Dictionary*, although apparently four times the size (819 pp.) of Mayer's *Dictionary*, actually contains fewer *entries* than Mayer's, but it does have the advantage of being more accurately printed overall and of being (often but not always; independence from Mayer and Dames is lesser than hinted by Elfenbein [1985a:226]) based on the *idiolect* of the north-eastern informant Ghāno Khān Haddīānī (on whom cf. Gilbertson 1925:v: “our fellow-worker was “called to his fathers” before the work was half finished. He has left us with a number of unsolved problems, such as the use of the agentive case with an intransitive verb!”).

It is a unique case in Balochi lexicography, in that for each Balochi word it offers an utterance (even if sometimes constructed rather ad hoc) contextualizing the relevant lexeme as corresponding to the English headword, often accompanied by author's comments on (para)synonymic or antonymic relationships with other Balochi words; references to Persian, Pashto, Siraiki, Sindhi and Urdu parallels are also frequently included, and are very useful in ascertaining the origin of a particular sense of a Balochi lexeme in the last century (better, the existence and usage in the 1920s of that particular word or phrase in the neighbouring languages).

1.3 It is significant that, although a considerable number of texts were transcribed after the publication of Geiger's etymological summaries (cf. Lewis 1885; Hittu Ram 1881; Dames 1891; Mayer 1900-1903; Geiger 1889-1893; Dames 1907), practically no need was felt by those who continued working in the field of Balochi lexicography to progress from compiling *word-lists* based on single idiolects to making systematic records from published texts (the following comment by Gilbertson [1925:xl] on Dames' *Textbook* is remarkable: "Above all, a complete vocabulary of all the words occurring in the text is needed").

The inadequacy of Dames’ *Glossary of rare and obsolete words* vis-à-vis the huge mass of poetic material preceding it is commented by the following words by Elfenbein (1985b:163-64): “Perhaps the ‘Glossary of Rare and Obsolete Words’ is the most puzzling of all. In its nine pages of words, all cited without loci, we find in the very first columns *adāγ*, *adāiθa* ‘to erect’ (also in Mayer *āday*, *ādīθa*; both are wrong for *ādāγ*, *ādāiθa*), *āhū* ‘a deer’, *akbat* ‘somehow’ ... *badh* ‘an enemy’, *badh* ‘evil’ ... *bēm* ‘fear’, and so on. Of the 49 words in our first specimen [...] which can reasonably be described as uncommon, only seven are in Dames’ list, and of them one with a wrong meaning and two do not correspond to his text”. On
the circumstance that Dames’ *Glossary* is rendered unserviceable by the lack of references to the text, see e. g. Émile Benveniste’s personal experience in his research on Bal. *duškīš* (1966:49 fn. 4): "Il est inconceivable que, dressant une liste de mots rares, l'auteur n'ait pas jugé utile d'en donner la référence. Nous avons dû lire *tout* le recueil de Dames pour découvrir cet example de *duškīš*. N'en ayant trouvé aucun de la form « *dušk* », nous ne pouvons même en garantir l'existence". Since the digital text of The popular poetry of the Baloches is now available at the *Archives of the Balochi Dictionary Project*, Naples, we are now certain by electronic interrogation that the form *dušk* is not present in Dames's book (nor any other published book as far as we know).

It is therefore all the more astonishing Dames’ statement (1907.2:192) that his *Glossary* should be considered “as supplementary to the vocabularies of Balochī already published, such as those contained in [...] *Textbook* (1891), and Douie's translation of Hētū Rām's *Biluchī-nama* (1885)”. Statements of this kind reveal lack of awareness of how unwise it is to introduce into a single book the results of lexicographical practices so far divergent as glossing from texts which represent literary and/or archaic sublexica, and producing a series of concordances "Balochi X = English Y" by means of questioning bilingual informants.

1.4 The first generation of Balochi lexicographers thus came to an end in the 1920s without the need clearly being felt to produce as quickly as possible a 'modern' dictionary from any Balochi dialects into any European language, a dictionary with a clearly defined linguistic basis (e.g. north-eastern, coastal or central) and enhanced by covering different specialized sublexica (technical, naturalistic, literary, etc.). The next generation, that of Georg Morgenstierne and Ivan I. Zarubin, experienced a greater availability of folklore material (Zarubin 1932 and 1949) in the ‘central’ dialect of Marw (then in Soviet, now in independent Turkmenistan), but no further lexical work was planned.

The credit for making a preliminary critical updating of Geiger's *Etymologie* goes to Morgenstierne (1932; 1946-48), who also was the first scholar with an etymological interest in Balochi lexicography to make use of the new material from Soviet Turkmenistan and to introduce a systematic comparison with Brahui, the main non-Iranian language in contact with Balochi, which had in the meantime become more deeply known through Bray's (1909-1934) masterly synthesis (cf. Rossi 1979a on the importance of contact linguistics in Bal. lexicography). Zarubin in his turn introduced a complex transcription of Marw Balochi, first phonemic (1932) and subsequently phonetic (1949), but his interests never convinced him to focus
his research on Balochi lexicology, though his descriptions of East Iranian languages (Bartangi, Roshani, Shughni; cf. especially Zarubin [1960], where the *Dictionary* occupies the bulk of the book [pp. 83-288 with a Russian-Shughni finder index at pp. 289-386) demonstrate that he had a real bent for lexicographical description.

1.5 The birth of modern lexicography by Baloch intellectuals dates from the late 1960s. The different trends since then prevailing among Baloch lexicographers in Pakistan (‘national’ Pakistani Balochi lexicography) showed two main aims:

(a) to co-operate in the production of a vast array of centrally developed tools (from the Markazi Urdu Board founded and directed by Ashfaq Ahmad with a large staff of usually well qualified collaborators, cf. Rahman 1999:263 ff.) including folklore, *onomasiological dictionaries*, *word-counts*, ready-to-use basic *word-lists* for Urdu speakers (Urdu - Balochi), dictionaries to enable Balochi speakers to read and speak Urdu, etc., for the principal purpose of relating Balochi culture to the cultures of Pakistan through Urdu;

(b) to compile (handbooks and) dictionaries for the specific purpose of ‘protecting’ the Balochi lexical heritage from the encroachment by Urdu (cf. Rahman 1999:281-84).

The first group includes the following:

(1) Ata Shad (1968, 1,000 *entries*), short *onomasiological dictionary* (social terminology, ecosystem, production modes, etc.) based on Balochi *folk taxonomies*, with Urdu *definitions* for Urdu speaking users with a particular interest in folklore;

(2) Mitha Khan - Ata Shad (1972), medium-large dictionary (45,000 *entries* and *sub-entries*) designed for a Balochi speaker wanting to master the *basic vocabulary* of Urdu and based on a model (*Larousse Dictionary*, cf. Rossi 1982:161 fn. 28) devised for all regional languages of Pakistan; a mix of dialects is intentionally (*Pišlafz, i*) pursued, but no dialect distinction is marked; Balochi *definitions* and *explanatory equivalents* explain to Balochi-speakers all Urdu words whose cultural content was considered of difficult understanding in the *target language* because of cultural and linguistic *anisomorphism*;
(3) Ashfaq Ahmad (1974, 2,500 headwords) listing the Rakhshani Balochi equivalents (words and phrases) of some thousands of Urdu core words (in many cases for different Urdu headwords the same Balochi equivalents are repeated with a considerable quantity of semantic oversimplification) based on word frequency counts, and aimed at offering to Urdu speakers the equivalents of their basic lexicon in the six major regional languages of Pakistan. Mumtaz Ahmad (1985) gives a Balochi-English index of Ashfaq Ahmad (1974). "The glossary consists of 2,500 entries of Baluchi words and phrases most frequently used in everyday discourse and in the contemporary Baluchi newspapers, periodicals, and publications of general interest in Pakistan and Iran" (Mumtaz Ahmad (1985: iv).

The second group consists of a series of works conceived and printed in Quetta and Karachi in the last four decades:

(1) Mitha Khan - Surat Khan (1970, 30,000 headwords) contains Balochi entries followed by a series of synonyms or parasynonyms, sometimes mixed with (areal) variants (no dialect distinction is marked); Balochi words with peculiar cultural meanings are glossed by encyclopedic definitions (in Balochi language), but its being based on an Urdu word-list and the lack of a clear dialectal profile reduces the utility of the Dictionary ("no attempt is made to distinguish between dialects, so that we have here again a ‘string of vocables’ style, in which important variants […] are mixed unmercifully and without explanation. Underlying it was an Urdu word-list for which simple Balochi equivalents were sought; thus most of the vocabulary of classical poetry is missing, as well as e.g. most of Mayer”, Elfenbein 1985a:226).

(2) Nasir Khan Ahmadzai (1975) is a list of 3,000 Balochi simple and compound verbs, with Brahui, Urdu and English equivalents;

(3) Mir Aqil Khan Mengal (1990, first issue of an unfinished work, containing only letters “alif” to “xe”) lists more than 3,000 Balochi equivalents of Persian words of Middle Iranian antiquity ("It may help those who want to introduce new words in the Balochi writings as counterparts for various terminologies", Preface, p. 18);

(4) Abdul Qayyum Baloch (1997) lists 3,500 words and phrases divided into main semantic fields, mainly Rakhshani, with Urdu and English translations;

(5) Mir Ahmad Dehani (2000) lists 7,800 headwords (Coastal and Rakhshani, dialectal variants sometime provided), with Urdu translations;
(6) Sayid Hashimi, *Sayid Ganj*, Bal. monolingual dictionary mostly based on literary Kechi, contains some 20,000 headwords (words and phrases, with examples, remarks and scattered etymologies, unfinished, the first part was revised by the author); the printed (and abridged) version of some 900 pp., contains many editorial interventions, and represents the best standard of modern Bal. lexicography (copies of the original, unedited ms. are kept at the Sayyad Accademy, Karachi and at the Bal. Etym. Dict. Archives, Naples);

(7) Bozdar (2003, English to Balochi) and Bozdar (2004, Balochi to Urdu) are dictionary listing some thousands of Bal. neologisms.

To these one should add Rzehak, L. and B. Naruyi (2007), a revision of A.L. Grjunberg's unpublished notes for a Balochi-Dari-Pashto-Russian based on the Afghan Rakhshani dialect as spoken by Abdurrahman Pahwal. The files were compiled at the beginning of the 1990s within the framework of a formal agreement between the Institute of Linguistics of the Soviet Academy of Sciences and the Afghan Academy of Sciences. Lutz Rzehak has worked (together with B. Naruyi) on the original ms. kept at Humboldt University, and produced a completely revised and updated edition, reversing the original Russian definitions into English; words and phrases are ca. 10,000.

1.6 In addition to the above publications the following lexical collections deriving from research made in the field over the past thirty years deserve some lexicographical, sociolinguistic and/or etymological relevance:

(a) Spooner (1967): 400 words, coastal and Sarawani varieties of Iran, sociolinguistically commented;

(b) Barker-Mengal (1969.2:403-603): 3,500 words often sociolinguistically commented (with an English-Balochi index), Rakhshani variety of Noshke;

(c) Foxton (1980): 2,100 words, Kechi and coastal varieties;

(d) Collett (1983:68-116): 2,300 words, Kechi varieties (with an English-Balochi index);

(e) Coletti (1981:35-56): 700 words, Sarawani variety of Iran, sociolinguistically commented;

The work of indexing (groups of) texts was begun in recent times: Elfenbein 1963 (1,800 words, with English-Balochi index), a glossary of words taken from the collection of Marw Balochi stories published in USSR (for which cf. Rossi 1979a:xvi n. 47; Elfenbein 1985a:227); Elfenbein 1983:123-56, containing 1,700 words found in ms Cod. Or. add 24048 of BL and referring to literary forms of coastal varieties; Buddrus 1989 (approx. 500 words, complete indexing of Mohammad Hanif’s Life-history in Afghani Rakhshani), and Elfenbein 1990.2, containing more than 6,000 headwords (without counting dummy entries, with some 3,000 sub-headwords) from texts in all dialects mainly occurring in the Anthology (“All words which occur in the texts […] are in principle included”, Elfenbein 1990.2:xix; “the largest collection ever assembled up to now”, Elfenbein 1990.1:2).


2 Problems of etymological approach

2.1 I have discussed elsewhere (cf. Rossi 1979b for the phonology and Rossi 1979a for the areal lexicography) the difficulties raised in the field of comparative Iranian linguistics by a situation such as that described above. Suffice it to recall how the etymological reconstruction of any Iranian word can be complicated by the difficulty involved in checking whether the Balochi equivalents of any determined Iranian word actually exist in the two meanings of the term: i.e. whether they have been recorded in the small-scale works described above (many of which are arranged in the alphabetical order of the English equivalents), or whether their graphic fixing (archaic, incorrect or ambiguous) makes their identification impossible; or else how in areal lexicographical research a given Indo-Aryan word may be considered as a loanword, e.g. from Brahui, not being recorded in Balochi, etc.

2.2 The first point to stress is that there are no large comparative Iranian dictionaries like the Indo-Aryan ones compiled, respectively, by Turner (1966, more comparative in nature) or by Mayrhofer (1956-80, cf. also 1992-2001, more etymological). Indeed, the latter scholar explicitly declares, in his stimulating essay Zur Gestaltung des etymologischen Wörterbuches einer
Grosscorpussprache (1980), that he was tempted to list "surreptitiously" (heimlich), under the Old Indian headwords of his Kurzgefasstes Etymologisches Wörterbuch des Altindischen, precisely that material which was lacking in the Iranian etymological research. Three volumes of a Russian language etymological dictionary have recently appeared (Rastorgueva-Èdel'man (2000, 2003, 2007), but they contain only reconstructed Iranian roots starting with letters 'a' to 'h'; even if many criticisms have been advanced in their regard, I consider them anyhow as a useful contribution as far as the etymological material covered is concerned. Another useful tool is Cheung's work on Iranian verbs (2007), on a preliminary version of which Shahbakhsh (2004) is based, even if his decision to introduce the laryngeal symbol in proto-Iranian reconstructions is debatable.

Of course, this does not mean that no materials of use as an etymological starting point for modern Iranian languages actually exist: for instance, there is Morgenstierne's (1927) etymological dictionary of Pashto, and its updating published posthumously (2003); Horn's (1893) Grundriss with a critical appendix by Hübschmann (1895) for Persian, Geiger's (1890-1891) etymological lists, partially updated by Morgenstierne (1932) and recently by Korn (2005) for Balochi, Justi's 1879 edition of Jaba's lexical notes, and the first volume of a modern etymological dictionary in Russian (Tsabolov 2001) for Kurdish, Abaev's (1958-89) monumental work on Ossetic etymology.

The works described above follow roughly (with some notable exception) the same approach: i.e. to separate the original lexical core (Erbwörter) representing the earliest lexical origin - the only one deemed of interest to linguists -, from the subsequent overlays of Lehnwörter (structured loanwords) and Fremdwörter (foreign words) according to the degree of gradual assimilation to the 'original body' of language. The etymological lists mentioned above are actually lists of words which, for mainly phonetic reasons, are believed to have been part of the respective languages ever since the earliest recorded times, and even before, in the reconstructed phases (Proto-phases) of the language. On the other hand, words in any way suspected of having been imported through another language, whether Iranian or not, are rigorously excluded. Thus Geiger (1890-91) lists for Balochi only 450 words which he considers to form the original core of the lexical system, although he suspects that a hundred or so of them actually came through Persian; to these Geiger (1891) adds a list of about 300 loanwords, the vast majority of which from Persian, but he never thought to compile a real etymological dictionary for Balochi as a whole.
2.3 The question of Persian loanwords is one of the dilemmas facing Iranian etymology both in the case of languages with a comparatively extensive written tradition and in those with a very recent and/or practically non-existent written tradition (for the perceptions of Baloch intellectuals of the loanwords question in the planning practices for Balochi, cf. Jahani 1989.124-28). Persian has acted as a superstratum for other Iranian languages on at least three occasions: during the Sasanian expansion, 3rd-4th century A.D.; at the time of the establishment of Arabo-Persian bureaucracy, 7th-9th century A.D.; during the introduction of a pan-Islamic scientific prose by Arabo-Persian bilinguals (e.g. Avicenna) in the 10th-12th century A.D. To make a comparison with the Romance languages in Europe, also Latin had a superstratum role in at least two different periods, that of the early Romanization, which varied from area to area, and that of the rise of modern European scientific prose, starting in the late Renaissance. Of course, the Latin of the second wave was quite different from that of the first, having in the meantime become not only a technical language but also a dead one. Moreover, also modern Persian was quite different from early Persian, as this was a technical and elitarian language and, among other things, lexically much closer to Arabic than to Persian. What makes the case of Romance languages in Europe totally different from that of the Islamicized Iranian world is that, as a result of contemporary observations, indirect evidence and direct reading of texts, our knowledge of the two Latin periods is fairly substantial, while in the latter case there is practically no evidence at hand concerning the first two waves of Persianization, even in the Persian documents themselves. Furthermore, modern Persian, to which most of the available evidence refers, is known to us through documents written from 9th-10th century A.D. on, Kurdish from 15th-16th century and, with the same reservations as for Kurdish, Balochi for just over two centuries. This gives a better idea of just how desperate the situation may appear at present.

2.4 To come back to the question of Persian loanwords in Balochi, it must be admitted that there is no way of establishing their relative chronology except in the few cases in which their semantics refers to meanings than can luckily be dated as entering or leaving usage at a given time in the history of the Persian language. However, here begins another tale of woe in that, just as no general Iranian etymological dictionaries exist, so of course the majority of Iranian languages also lack descriptive dictionaries compiled on historical principles. In any case, again, for highly multilingual linguistic traditions which - as is the case of Balochi - basically lack fixation in written form, in view of the fact that the socio-cultural structure prevailing in the country prevents a single standard from being accepted by the entire community (cf.
Jahani 2000 passim, especially Farrell 2000 and Axenov 2000), it may be sometime misleading to speak in terms of 'loanwords': they are more likely to be **Fremdwörter**, ie. current foreign words (such as the German word *Länder* is in an English newspaper article), than *Lehnwörter*, ie. structured loanwords.

2.5 Whether or not to include **Fremdwörter** in etymological dictionaries is probably the theoretical problem implying the highest practical implications for Balochi lexicography (cf. Korn 2005:19-20). If the most extensive option is chosen one might well have to include into a Balochi dictionary the whole Persian and Urdu lexica, since the two major cultural languages in Iranian and Pakistani Balochistan are those in which most everyday linguistic creation occurs. On the other hand, can it be claimed that all the particular sub-lexica associated with changes in the environment, which are of course based on Persian and Urdu as the changes, contributions and new ideas come from the outside, are extraneous to the language? In other words, is it true that every time a traditional animal transport is replaced by a mechanical means of transport, or a traditional dwelling is replaced by a new building structure, a part of the *echt* (=original) Balochi lexicon disappears and the speakers acquire an equivalent number of **Fremdwörter**? This does not seem to be the case: indeed psycholinguistic experiments carried out in Balochistan by the present writer and other scholars seem to point to something similar to the linguistic situation that had been convincingly described many years ago by Gumperz (1964) with the commutation of Panjabi/Hindi code in a group of Panjabi speakers in Delhi, namely that the only way of explaining what takes place in the speaker's mind is to argue in terms of repertoire and domain: the speaker has several languages and/or sub-lexica in his repertoire which he uses in accordance with the prevailing rules of linguistic etiquette, and according to the communicative situation; in the 'home domain' he will use a language (or a mix of languages, occasionally differentiated according to the interlocutor), another in the 'school domain', another in that of 'politics domain', etc. (cf. Rossi 1982:167-69; on this matter cf. also Jahani 1989:76-79, 124-28, Jahani 2000, Tan 2000).

2.6 However, arguing in terms of repertoire and domain (to use Fishman's sociolinguistic terminology) leads to trouble, or rather to such grave doubts as to produce definitive systematic silence. What exactly is being listed in the wordlists contained in native glossaries (Persian with Persian and Arabic glosses, Kurdish with Persian and Arabic glosses, Pashto with Pashto, Persian and Urdu glosses, Balochi with Persian and Urdu glosses) which were drawn upon when compiling the first western bilingual dictionaries, and repeated in
their successors; or in the bilingual wordlists made by the early travellers, missionaries, officers and so on, and again utilized in the early western bilingual dictionaries (and their successors)? Paradoxically, in the latter case, viz. of lists based on relatively recent recordings of individual idiolects (generally those of the guides in the case of travellers, of the attendants in the case of officers, and of seminarists in the case of missionaries), they may be said to be listing themselves; in other words they record a situation, or domain, in which two persons speak to each other simply with the purpose that one of them may write down (sections of) the lexicon of a language X known by the other.

To be consistent, it is therefore necessary to eliminate completely, or at least list separately, all words taken directly or indirectly from such glossaries. According to Malkiel (1976:52) no self-respecting lexicographer would ever take into consideration words transmitted through glosses alone. On the other hand, however, it is and will remain impossible for the historical and comparative linguist to have direct access to firsthand materials for all the languages he is working with: just to give only one example, all 38 Balochi words contained in Pokorny's *Indogermanisches Etymologisches Wörterbuch* have been taken, without exception, from such glosses repertoires. One can imagine the number of further etymological dictionaries of different languages in which they now appear reproduced as they were printed in Pokorny’s dictionary, including the (not few) misprints added by the editors and/or printers of the dictionaries.

### 3 The Italian etymological project

3.1 A research team led by the author and funded by the Italian National Council for Scientific Research (CNR) has been working since 1977 at L'Orientale University, Naples on "Preliminary Work to the Compiling of an Etymological-Comparative Balochi Dictionary". In this project, priority has been given to setting up a unified reference filing system of all the lexicographical material, ordered by Balochi headwords and with English as the output language of the explanations (to be added in a subsequent phase). Since 1982 the research team has also been receiving funds from the Italian Ministry of Education for a project at L'Orientale University, Naples, also directed by the author, and parallel to the CNR-financed project, as well as funds for individual sub-projects of a more specifically ethnolinguistic nature. The latter have been part of the Italian National Project on "Ethnolinguistics of the Iranian area" originally directed by Prof. Gherardo Gnoli (until 1983) and by the author since 1984.
After the decision in June 1983 to incorporate the above research in the activities of the IsIAO Center for Asian Lexicography, at the Italian Institute for African and Oriental Studies, Rome, within the framework of a five-year CNR-IsIAO agreement, a scientific committee was formed which included among others the author and the late Prof. Alessandro Bausani ("La Sapienza" University of Rome); since then the Project denominated "Etymological-comparative Dictionary of the Balochi language" has developed as a project of the Centre for Lexicography, IsIAO managed in joint venture with L'Orientale University, Naples (see details in Rossi 1986).

3.2 From the very beginning a series of guidelines were decided: (1) the work language of the Dictionary should be English, so that the maximum number of scholars could joint efforts during the elaboration phases of the Project, and have access to its final printed form; (2) Balochi should be written in Roman transcription, in order both to bypass any problems of standard of script, and to enlarge the number of users outside Balochistan; (3) words and examples should be selected out of a substantial corpus of real language build on the basis of all published texts and a significant amount of new material; (4) an effort should be made to include references to past lexicographical works, but without depending on them; (5) three main varieties (Coastal, Rakhshani and Eastern) should be included, within the same headword when possible or with separate headwords when a particular dialect form is absent from the other dialect(s), with a preference to base the Dictionary on the Coastal (Kechi) literary standard (last feature being open to further discussion).

3.2.1.1 The texts
The team at L'Orientale University, Naples and their international collaborators have already edited in electronic form (for general problems about extracting dictionaries from electronic corpora cf. Sinclair 1987) the following texts, for an approximate total of one million words of running texts:
(1) all texts in Roman transcriptions published from late XIX century to Elfenbein’s Anthology (running texts of at least some lines, except the examples in the grammars and the texts contained in Barker-Mengal 1969.2 because of the editorial treatment stated ibid. at p. 171 ff.), edited by various teams (coordination and revision by E. Filippone [4.20 MB]);
(2) translations of portions of the new version of the Bible edited by T. Farrell (0.34 MB);
(3) unpublished short stories in the Marw dialect edited by A. L. Grjunberg (0.25 MB);
(4) unpublished short stories and proverbs in the Iranshar dialect edited by Rahim Bandawi (0.08 MB);
(5) unpublished short stories in the Karachi dialect edited by T. Farrell (0.15 MB);
(6) unpublished interviews with pahlawans and poetry (mainly literary Kechi) edited by Badal Khan (0.5 MB);
(7) articles from Balochi cultural periodicals (mainly literary Kechi) edited by Badal Khan (0.85 MB).

3.2.1.2 In order to enlarge the corpus to dimensions at least three times the present ones (presently 1,500 pages, 1 million words; minimum extension required for a balanced corpus: 5,000 pages, 3 million words), teams located in different centres shall input data from homogeneous collections of texts, either already published or to be elicited on the basis of ethnolinguistic questionnaires (a selection of semantic fields/domains was discussed with Balochi scholars at the Balochi Academy, Quetta and has to be further defined in agreement with the scholars involved in the international framework) according to the following outline:

(1) classic poetry: team originally directed by Abdullajan Jamaldini, University of Balochistan, Quetta, presently by Badal Khan, L'Orientale University (preliminary research on the lexicon of the oral poetry is contained in Badal Khan (1994) doctoral dissertation);

(2) modern prose: team originally directed by Carina Jahani, University of Uppsala, in association with doctoral students at Uppsala University; scholars from the Balochi Academy, Quetta, and the University of Balochistan, Quetta;

(3) Marw folklore: team originally led by the late Aleksandr L. Grjunberg, Institute of Linguistics, Russian Academy of Sciences, St-Petersburg, who has been preparing for years a re-edition of all Marw material with the addition of recent recordings from Turkmenistan; Grjunberg’s mss. are now in possess of L. Rzehak, Humboldt University, Berlin, who has been acting (together with Bedollah Naruyi) as editor in the Balochi-Pashto-Dari-English Dictionary project outlined in 1.5 point (7) above; Serge Axenov collected further folkloric material in seven trips to Turkmenistan (six hours of recorded texts, ca. 150 printed pages, cf. Axenov 2006: 27)
(4) geomorphological lexicon and lexicon of the body parts: Ela Filippone, University of Tuscia, Viterbo (more than 1,700 lexical items recorded in many interviews with informants from the main dialect areas);

3.2.2.1 Indexing of existing dictionaries
At the same time, card-indexing (in earlier phases with paper cards, then electronically) began for a separate lexical database, putting all entries in the alphabetical order of the Balochi words and transferring from different languages into English the lexical explanations wherever necessary. The present status is as follows:

(a) Mayer 1910: fully card-indexed (15,000 cards); revision partially completed, the files can be consulted in paper form at IsIAO-L'Orientale;

(b) Gilbertson 1925: fully card-indexed (10,000 items); revision completed and text available on CD-ROM (An Index to Gilbertson, English-Baluchi Colloquial Dictionary: sample page in Appendix 1);

(c) Mitha Khan - Ata Shad 1972: fully card-indexed (50,000 cards); the revision will be carried out as soon as fitting personnel will be available at IsIAO-L'Orientale;

(d) Mitha Khan - Surat Marri 1970: fully card-indexed (30,000 items); revision has been carried out for 80% of the cards (draft – not in alphabetical order but electronically searchable, including all parasyonyms listed in the second column which are not easily retrievable in the book form - available at IsIAO-L'Orientale).

The smaller lists described above (1.6) will be incorporated in the general index in a later phase.
In the framework of the preliminary research mentioned above, the following sublexica have been to date processed by the IsIAO-L'Orientale team, and are already incorporated into the Dictionary database:

(1) kinship lexicon and human settlements: A. V. Rossi (preliminary research on this lexicon is contained in Orywal (1982) and Ferraro (1990) doctoral dissertations; two hundred lexical items with Iranian etymological cognates already available);
(2) geomorphological lexicon and lexicon of the body parts: E. Filippone, La Tuscia University, Viterbo (more than 1,700 lexical items with Iranian etymological cognates already available);

(3) colour lexicon: A. V. Rossi, L'Orientale University (100 lexical items with Iranian etymological cognates already available);

(4) botanical lexicon: very preliminary work was carried out by P. Gionta (IsIAO-L'Orientale Archives) jointly with A. H. Bajoi, PhD, Agricultural Research Institute, Quetta (cf. Gionta 1982-83).

3.2.2.2 Unpublished lexical files
In a subsequent phase of the indexing, data extracted from the following collections of unpublished cards and notes will be systematically added to the main lexical database:

(1) Tim Farrell, *Balochi Ganj*. Balochi-English Dictionary, more than 19,600 words and phrases with many examples, originally based on the Kechi/Karachi dialect, and subsequently expanded to many words taken from existing dictionaries (on electronic support; the printout kept at L'Orientale University Archives is dated "4th draft, 2001");

(2) Agha Nasir Khan Ahmadzai, Rakhshani dialect (including dialectal variants), unpublished notes for a Balochi-Brahui-Urdu-English Dictionary, 2,000 pp., lists of more than 15,000 words and phrases, copy of the ms. at L'Orientale University Archives (compiled in the 1970s and the 1980s; on the first page of the ms. is written: “checked by the late Mir Gul Khan Naseer 7/9/83”);

(3) Hans Strasser, 40,000 handwritten cards mainly based on Rakhshani, containing words and phrases (with German and/or English definitions), many examples (part of which with translations) taken from literary texts printed and/or elicited in the 1960s, and further annotations of sociolinguistic, comparative etc. relevance; original file (compiled in Pakistan in the 1960s and 1970s) at the Archives of the Austrian Academy of Sciences (Wien); a preliminary agreement for its computerization has been drafted between the Iranische Kommission and L'Orientale University (for a summary description cf. Rossi 2004-2006)

(4) Balochi-Persian Dictionary, some 10,000 words and phrases, produced by a school teacher from Iranshahr;

3.3 The etymologies
Lastly, the central team will prepare electronic files aimed at recording all etymologies appeared in the scientific literature after Geiger 1890-91. The compilers will have at their disposal a list of more than 500 bibliographic references collected since the start of the Project (etymologies for Balochi words scattered in scientific literature of difficult access, 30% not included at all in Geiger 1890-91, 1891, with a further 20-25% handled in a wrong or incomplete way), a database containing ca. 1,700 Balochi body part terms and terms of the geomorphological lexicon with their Iranian cognates (partly used by Filippone 2006, 2010), and the thematic files mentioned in 3.2.2.1 above. Elfenbein 1985a and Rossi 1998 provide critical revisions (176 and 255 items respectively) of the Balochi etymologies contained in Abaev 1958-89 and Bailey 1979; a project funded by the Italian Ministry of University has permitted the revision of the draft articles for the 1,500 principal lexical bases of the central core of the three main Bal. dialect areas. The results of this section of the Project will be published progressively in a cumulative interim form.

3.4 The structure of the etymological Dictionary
Each entry should take into account the following main factors [cf. sample articles in Appendix 2]:

(a) areal variation in lexical items, both with regard to different meanings in particular dialects and phonetic and/or morphological differentiation;

(b) phraseology (it may sometime help to reconstruct an old meaning, and therefore the true etymology, of a word no more analysable because of major changes in its phonetic structure);

(c) etymological-comparative material (with full references to previous Bal. dictionaries and glossaries when needed). In the example at Appendix 2, ie. the present draft of the article treating gwāt 'wind', not all modern Iranian cognates of the word are given, but only those of the modern languages more directly connected to Balochi, ie. Persian, Kurdish and Pashto, plus those from Old and Middle Iranian languages necessary to illustrate that: (1) the meaning 'wind' is the core meaning of the word already in the oldest forms of
Iranian (in this case Gathic Avestan); (2) a divine/magic meaning is also of very old date within Iranian (and therefore is not a Bal. semantic development, but an inherited one); (3) in some modern Iranian languages its core meaning is associated to the concept of ‘arrogance’; (4) metaphorical projections in the botanical lexicon may be borrowed from surrounding languages or be autonomous developments (cf. Bal. gvāt-ropa name of a plant, and NPrs. bādṛō name of a plant) etc.

Just how far to go in offering the materials for the areal variants is still an open question. Obviously, as no recognized standard do exist for Balochi yet, the lexemes supplied must necessarily be of a comparative and interdialectal nature, at least to the minimal degree contained in the model used by Morgenstierne (1927, 2003) for Pashto. Hopefully also the phraseology - an essential characteristic for a modern small to medium-sized dictionary which would not repeat the nineteenth century structure of mere wordlists should refer to all important regional variants, even if this could be considered as a luxury for an etymological dictionary.

It is not even possible to follow Abaev's model which, although it can be considered as the best etymological dictionary of any Iranian language ever produced, cannot be strictly reproduced because it is based on a nationally widespread written standard (the same could be said even for Tsabolov 2001, even if the relationships between Kurdish Kurmanji and Sorani may recall the Bal. situation). Variants of a social, situational and stylistic nature should be treated, as the occasion arises and if relevant to historical reconstructions, within the mentioned areal sections, in view of the fact that socio-linguistic rules cannot apply to Balochi as a whole.

Two main problems concerning the phonetic aspects have also been left open at the present stage of the Project:

a) which diacritics should be used in the transcriptions of Balochi (a working semi-phonemic transcription has been worked out for the preliminary phases, even if all published texts in Roman characters have been provisionally input in their original transcriptions);

b) how to interpret forms taken from publications where the Urdu script does not allow any distinction between vowels, diphtongs, various diaphragmatic characters, etc.

The first problem will probably be solved by means of a semi-phonemic transcription, with retention of the original transcriptions in cases in which no
reinterpretation is possible (these transcriptions will explicitly be marked with "..."); the second by the interpretation of native speakers originarious from similar dialect areas (further details in Rossi 1979a:xxiv-xxviii).

3.5 The present project is based on the assumption that the international edition will use English as its medium language and have transcriptions of the Balochi entries into Roman characters. A special edition aimed at Balochistan people could have the Balochi (and Urdu) language(s) as medium, and the Balochi entries could be in Urdu script along with transcriptions into Roman characters.

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Appendix I: Sample page from *An Index to Gilbertson, English-Baluchi Colloquial Dictionary*

A

**abhā** papa

**abtar** (haqīq) hyena

**achā** clean (<to wipe> / **achā khanūgh** to wipe

**adāb** (adāb) courtesy, good manners, politeness, manners, respect (<respectfully> / go **adāb**-a respectfully; **adāb** khanūgh to respect, to show respect, see also **be-**adāb, be-adābā)

**adāgh** [adāth] to spread (<to spread a net>

**adānag̠h** (but **adāgh** in G.) [adānag̣h] to picil, as a tent

**adā** payment or discharge of a debt (<pay> / **adā** khanūgh to pay, to repay

**adāb** see **adāb**

**adābul** swallow

**adil** just, honest

**ad**1 (ad) watercourse

**ad**2 (ad) ledge; support (<to lean> / **ad-degh** [ad-a-tha] to lean; to rest, to place

**adāgh** [adāth] to erect, to lay down, to spread; **jolā** adāgh to set a snare; to spread a net

**adī** see **ad**2

**aδhā** / aδhā- a bacch a child born before the proper time (<born>

**aft** see **aft**

**af** (af) viper

**afim** opium

**afṣar** officer, official (in the case of an European)

**afshān** leather bag used for holding flour (<bag>

**ag** rate, price

**agār** (agār) if; / agār kī although; though agā in front, before

**agā** again, by-and-by, in the future; if; then

**agā**- a again

**agādī** (agā dī) again

**agāhar** see agār

**agāarghar** although; in spite of, whereas

**agāghā** (agā dh, agā-dh) again; more, still

**agōl** (<agol, inā, ahū) discernment, wisdom; intellect, mind; sense, understanding / **khon-e** gūr biāgh to lose one’s wits; see be-**agol**

**aglab** probably

**aglam** see **gham**

**aghamā** effort; endurance / **aghamā** khanūgh to strive, to make an effort

**agxsar** most likely, most probably

**ahād** see **ahād**

**ahār** ash (<banyan-tree>

**ahār** the hot season; June-July; summer / **ahār-e** in the summer

**ahād** (ahād, ahādh, ahādhī, ahāsh) agreement; alliance; covenant; warranty

**# ahād-bandōkī** wire-puller, intriguer
Adriano V. Rossi, "L'Orientale" University of Naples

The Etymological-Comparative Dictionary of the Balochi Language: Progress Report of an International Project

Balochi Academy Golden Jubilee International Conference on Balochi Language and Culture, Quetta 31 July - 1 August 2011

Appendix 2: Sample article from The Etymological-Comparative Dictionary of the Balochi Language

**gwāt** wind; air; flatulence | gwāt id.; adj. swollen CoBal | gwāθ, gwāš id. EBal

<table>
<thead>
<tr>
<th>Term of wide diffusion in the whole Indo-Iranian area. Attested in Iranian since Old Avestan with the meaning ‘wind’ (but already in recent Av. ‘the Wind God’), and continued with this core meaning in most Iran. languages; in further modern languages its core meaning is associated to the concept of ‘arrogance’.</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Secondary meanings ‘weather’ CoBal, āf-gwāθ climate, EBal</td>
</tr>
<tr>
<td>In the Iranian cultures the wind is often conceived as an extra-human agent intervening in everyday life, and therefore many words derived from this term have magic connotations.</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
| **Comparative section** →
| • OAv. vāta- wind, YAv. also ‘the Wind God’, MPers. wād id., breath (also pl. wādān ugly spirits), ManPth. w’id wind (also spirit), BudSogd. w’r id. (also spirit), w’tō’r living being, Bactr. oadō ‘the Wind God’ (Davary 240), Khot. bāta- wind; Pers. bād wind, air, breath, haughtiness (all meanings attested since Shāhnāme), Psht. wo wind (both WIr. and Elr. apparently < *wāta-) |
| **Etymological section** →
| • EWA 2.542 (cf. Ved. vāta- wind, Wind God; certainly I-Ir., also in the div. mg. ‘the Wind God’ (OIr. PN *vāta-fradāta- ‘granted by the Wind God’, NPrs. Wāfradā, Schmitt, IrNkleinas. IV. 27) and conn. to OIr. Vāyu- ‘the Storm God’, cf.
<table>
<thead>
<tr>
<th>Bibliographical section</th>
<th>Chyet 19a), CDIAL 11491, certainly IE (cf. LIV 287 $h_2ueh_1$ ‘to wind’)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• GE148. In this example on historical phonology, Bal. differs from both Parthian and Middle Persian. The reflexes of OIr. $v$-depend to some extent on the vowel which follows. In this case $va^- &gt; gwa-/gu-$ [Elfenbein 1989: 353-4].</td>
</tr>
</tbody>
</table>
The Attitudes of EFL Government College Students of Quetta, Pakistan towards Role-Play Activity as Task-Based Approach

Muhammad Aamir Ishaq¹ & Dr. Faria Saeed Khan²

Abstract
Since 1970s’ communicative language teaching (CLT) has brought drastic resolution in language teaching approaches throughout the world. Role-play as task-based language teaching (TBLT) is a key component of CLT which help language learners to acquire target language (TL) effectively and efficiently. The aim of this study is to investigate the attitudes of Government intermediate students of Quetta, Balochistan towards the classroom activities of role-play as TBLT approach. Moreover, this study was carried out in two Government colleges of Quetta in which 150 boys and 145 girls EFL intermediate students participated in survey investigation. The researcher projected quantitative research method to answer two research questions in this survey investigation. In addition, to analyze the data descriptive statistic was performed in statistical package for social sciences (SPSS version 20). Hence, the findings of this survey investigation clearly revealed that both boys and girls EFL learners showed positive attitudes towards role-play as task-based language teaching (TBLT) technique in EFL classroom.

Key Words: Communicative language teaching (CLT), Task-based language teaching (TBLT), Role-play (RP). English as a Foreign Language (EFL). Target language (TL)

1. Introduction
Communicative language teaching method has been embraced by language teachers worldwide, it mainly focuses oral language exercises and drills to

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enhance communicative competence among language students. The prime goal of foreign language learning is to acquire oral sufficiency in order to master speaking skill compare to other language skills (Nunan, 2001). Hadley (2003) suggested to improve spoken skill of the language because written skill do not fulfill the projected demand of communicative competence. Moreover, speaking skill is a spontaneous process which creates stress, but on the other hand, writers have more time to edit their written work (Brown & Yule, 1983). According to Bygate (1987) stated that oral communication skill has superiority compare to other language skills because better spoken skill ensures proper communication in social gatherings and business meetings, therefore, oral language skill is the essential component of language learning process. However, this positive aspects of speaking skill was ignored in traditional Grammar Translation Method (GTM) where basic focus of language learning was emphasized on structure and literature of the language (Richards and Rodgers, 1986; Larsen-Freeman, 2000; Chastain, 1988). Additionally, (Luchini, 2004) asserted that task-based language learning approach which was extensively accepted long before about twenty years ago (see, Carter and Nunan, 2001; Ellis, 2003; Long and Crooks, 1992; Nunan, 2001a, 2001b). According to Richards (1999) task-based tactics includes the practice of tasks which facilitates language students to communicative and interact in target language effectively. The fascinating quality of TBLT has proved superiority over preceding language teaching methods on account of investigations which resulted from theories from second language acquisition (Krashen, 1982; Long, 1981, 1983). Larsen-Freeman (2000) stated that role-play activity creates positive learning environment which motivates the language learners with feeling of joy and it also results in improving oral abilities of language learners.

2 Literature Review

2.1 Communicative language teaching (CLT)

Language teaching techniques had a major shift in 1970s on the account of second language teaching and foreign language teaching approaches. Mori (2002) emphasized on two prominent theories of language acquisition i.e. (i) communicative competence by (Hymes, 1972), (ii) theory of second language acquisition by (Krashen, 1982), which has significantly changed language teaching ideology, it means that these theories emphasized more on oral communication which help language learners to communicate in target language but former widespread language teaching methods lay stress only on ‘form’ of the language. Nunan (1989) differentiates between two aspects of language teaching i.e. (i) knowledge of grammar rules which only focuses the ‘form’ of language, (ii) effective oral communication of language that
improves ‘fluency’ of the language. Communicative Language Teaching (CLT) flourished and became one of the approach (Ellis, 2000; Richards and Renandya, 2002; Widdowson, 1990). Fulcher (2000) mentioned three features of CLT i.e. (i) presentation, (ii) reality, and (iii) real-life situations. Additionally, investigation on CLT mostly endorsed communicative method in language teaching however, over the last two decades CLT stayed at the glassy of language teaching methods. Therefore, past research confirmed that task-based language teaching (TBLT) emerged as key component of CLT which enables language learners to become communicative competent.

2.2 Task-based language teaching (TBLT)

Task-based language teaching (TBLT) emerged as one of the strongest branches of CLT, whereas ideal circumstances supported budding of learning and teaching of second language or foreign language in order to facilitate learners the real-life settings in language classrooms. According to Ellis (2003) TBLT appeared as a robust form of CLT which provides communicative language tasks in the syllabus to be accomplish in classroom settings. Additionally, Cook (2001) suggested that TBLT enables broad range of communicative activities in classroom. Accordingly, Macdonough and Chaikitmonkolo (2007) recommended that the progression of TBLT had motivated language students to develop spoken skill with the help of practical use of language and it also improves fluency. Furthermore, Lynch and Maclean (2000) described two main benefits of role-play as TBLT activities in EFL classrooms, i.e. (i) it provides an ideal classroom environment to language students in order to communicate in target language with their fellows and perform various role-play tasks, (ii) role-play activities through TBLT also enable students’ language to communicate and acquire second language in EFL and ESL classrooms. Richards and Rodgers (2001) concluded that TBLT activities develop interest among language learners, which provided input and output environment which is key to acquire second language. In the CLT model the task based activities include before task activity, throughout task activity, and after task activity (see, Beglar & Hunt, 1999; Ellis, 2003; Nunan, 1989).

2.3 Role-play Activities

The title ‘role’ represents the role-plays performed by the language learners who take part in different roles as tasks suggested by their teachers, therefore, the teachers act as adviser or initiator in CLT classrooms (Richards and Rodgers, 2001). Platt and Brooks (1994) considered the clarification of role-play in two sets in an investigation, i.e. (i) one set that only provided verbal instructions, (ii) second set was advised to perform a task in classroom,
therefore, in the findings second group differed from the first group, as second set of learner started to communicate with each other and produced better results. In addition, Jalilifar (2005) encourages English educators to carry out drill and exercises of TBLT in language classroom to develop communicative competence among language learners. Similarly, Rashidi (2005) asserted that in role play activity tasks have a great deal significance is to improve learners speaking performance. In addition, Alavi (2005) suggests that through role-play activities with the guidelines of TBLT the learners at secondary schools improved fluency in target language. Furthermore, Baker (1989) emphasized that role play activities help learner to perform or act according to different situation and roles in order to improve the confidence level along with oral performance, therefore language instructors should provide adequate time to learners to comprehend the role-play situations.

2.4 Past studies on Role-play Activities

In China Huang and Hu (2016) carried out a survey study to explore EFL teacher and learners attitudes towards EFL class room activities. A total of 100 university students participated in this study. The author collected data using survey instrument which focused 21 EFL classroom activities and observational notes. The findings of this study uncovered that both EFL teachers and students showed positive attitude towards classroom activities and also showed most favorable response towards role-play activity in EFL classroom.

Lajooee and Barimani (2013) conducted an experimental investigation in Iran to explore the effectiveness of role-play activities in learning vocabulary comparing traditional method. In this investigation 75 female undergraduate participated. The researcher only gave treatment to experimental group with role-play activities, on the other hand the control group was taught vocabulary by conventional method. Hence, the finding of this experimental study revealed that experimental showed better results compare to traditional method vocabulary teaching method.

Islam and Islam (2013) conducted survey study in Stamford University, Bangladesh to check the effect of role-play activities on fluency in large EFL classrooms. This study included 100 postgraduate students of English department. The researcher administered survey instrument and also carried out group interview from the participants. The results of this survey study unveiled that role-play exercises in EFL classrooms are very effective to improve English language fluency.

In Iran, Aliakbari and Jamalvandi (2010) employed an experimental study on role-play to examine learner Oral fluency in EFL classrooms. This study
included 60 EFL intermediate learners who were randomly selected. The measure the fluency of the intermediate learners IELTS speaking test was considered for pre-test and post-test. In addition, only experimental group received treatment by practicing role-play activities by performing different tasks in classroom. Thus, the results this study revealed the effectiveness of role-play as (TBLT) activities improved leaners fluency in EFL classrooms.

In another study by Kramsch and Sullivan’s (1996) asserted that communication through role-play EFL students enables to interact in target language. Therefore, role-play as (TBLT) encourages self-learning process by the support of their teachers and it results in effective communication in target language.

3. Statement of the Problem

In past several investigations were conducted in the same area to examine the effectiveness of task based teaching on Speaking, listening, reading skills. However, investigation on role-play proved the prominence in improving students’ communication capabilities. While, the title role-play appeared a latest model to study because the situation in which task based was applied appeared different in TBLT, as role-play activities resulted in better language learning opportunities because it improved language acquisition process. Moreover, role-play activities in EFL classroom emerged as an effective language teaching strategy which provides positive language learning environment in order to enhance student to student communication in target language. Therefore, it is important to explore the attitude of Pakistani EFL intermediate students towards role-play as task based approach.

4. Objective of Research

- To determine the attitudes of Government Boys intermediate of Quetta towards role-play as task-based language teaching (TBLT) technique.

- To determine the attitudes of Government girls intermediate of Quetta towards role-play as task-based language teaching (TBLT) technique.

5. Research Questions

This present study is in pursuit to find the answers to the following questions:

- Q. No.1. “What are the attitudes of Government Boys intermediate of Quetta towards Role play as task-based language teaching (TBLT) technique?”
• Q. No.2. “What are the attitudes of Government girls intermediate of Quetta towards Role play as task-based language teaching (TBLT) technique?”

6. Methodology

6.1 Design

Taking in account the type of research questions in this investigation, “Q.1. What are the perceptions of Government Boys intermediate college of Quetta towards Role play as task-based language teaching (TBLT) technique?” and “Q. 2. What are the perceptions of Government girls intermediate of Quetta towards Role play as task-based language teaching (TBLT) technique?” The researcher projected quantitative research design for survey research. Additionally, this type of survey research is carried out in past through the world in past survey investigation to determine the attitudes of EFL learners for different perspective of learning and teaching methods.

6.2 Participants

This study includes total of 295 two government EFL intermediate students from one boys and one girls intermediate college of Quetta, Balochistan Pakistan. Government intermediate Boys College Quetta included (150 participants) and Government Girls intermediate College, Quetta included (145 participants). The researcher adopted convenience sampling method so as all available EFL students could be surveyed at research site because random sample was impossible in such large classes in Government colleges of Quetta, Balochistan. The following Table 1.1 shows the information of the research participants as following:

<table>
<thead>
<tr>
<th>Boys / Girls Government Colleges</th>
<th>Number of Participants</th>
<th>of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government Boys intermediate College Quetta</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>Government Girls intermediate College, Quetta</td>
<td>145</td>
<td>295</td>
</tr>
</tbody>
</table>
6.4 Instrument
The researcher employed 5-points Likert scale instrument as survey questionnaire i.e. strongly disagree (5), disagree (4), neutral (3), agree (2), strongly agree (1). The survey questionnaire comprised of multi option choice on role-play to assess the attitudes of Government Boys and girls EFL students towards role paly as task based approach.

6.5 Pilot Study of Survey Questionnaire
The pilot study of questionnaire was carried out on 15 students of Government Girls intermediate college Quetta and of 15 students Government Boys intermediate college students of Quetta for validity and reliability of survey questionnaire.

Table 1.2
Reliability Statistics

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.764</td>
<td>4</td>
</tr>
</tbody>
</table>

6.6 Procedure
After duly permission from both principals of respective colleges this survey was conducted. Consequently, in this survey study 150 boys and 145 girls EFL Government Intermediate EFL students participated. After pilot study and reliability statistics assurance the survey questionnaire was administered to EFL students along with Urdu version of translation of English survey questionnaire.

7. Data Collection and Analysis
This survey investigation intents to answer two research questions. “Q.No.1 What are the attitudes of Government Boys intermediate of Quetta towards Role play as task-based language teaching (TBLT) technique?” and “ Q.No.2 What are the attitudes of Government girls intermediate of Quetta towards technique?” Therefore, to analyze both research questions descriptive statistics was carried out in the statistical package for social sciences (SPSS, version 20) so in items of role- play the mean and percentages were calculated.
Table 1.3  
*Results of Government EFL Intermediate Girl students*

<table>
<thead>
<tr>
<th>Construct</th>
<th>Girls Degree College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Role play</td>
<td>14.10</td>
</tr>
</tbody>
</table>

It can be seen in the table 1.3 Government girls Intermediate EFL students \([M=14.10.42, \ SD=2.00; \ t(307)=1.88, \ p=.242]\) and 88% positive attitudes towards role-play as task-based language teaching (TBLT).

Table 1.4  
*Overall Results of Government EFL Intermediate Boys students*

<table>
<thead>
<tr>
<th>Construct</th>
<th>Boys Degree College</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
</tr>
<tr>
<td>Role play</td>
<td>14.61</td>
</tr>
</tbody>
</table>

It is evident in table 1.4 that Government boys Intermediate EFL students \([M=14.61, \ SD=2.15; \ t(307)= -1.113, \ p=0.231]\) and 78% positive attitudes towards Role play as task-based language teaching (TBLT).

8 Summary of overall Results

*Figure 1. Shows overall results*
The Figure 1. summaries the overall results of Government Girls intermediate college Quetta and Government Boys intermediate college students of Quetta, the results 78 % and 88% results strongly reveals the positive attitudes of EFL students attitudes towards Role play as task-based language teaching (TBLT).

9. Discussion

In this survey study EFL students show favorable response towards role-play as (TBLT). The findings reveal that Government intermediate girls college students illustrates 88% and similarly Government intermediate girls college students showed 88 % positive response towards role-play activities.

The results of this survey study are in the same vein with the study of Huang and Hu (2016) who investigated both teachers’ and students’ attitudes towards role-play activities in EFL classroom. The finding showed positive perceptions of both students and teachers to use role-play activity in language class. Similarly, Lajooee and Barimani (2013) employed experimental study to check vocabulary learning through role-play activity. The findings clearly uncovered the effectiveness of role-play activities by facilitating EFL students to learn vocabulary effectively. The results of this study are also in line with the investigation of Islam and Islam (2013) who examined the perception of students towards the use of role-play activities. The finding revealed that EFL students showed a favorable response towards the use of role-play activity. Likewise, the findings of this study also privileges results of the study by Aliakbari and Jamalvandi (2010) employed an experimental
investigation to explore the effect of role-play activity compared to traditional teaching approaches. The results exhibited that role-play tasks improved learners' oral performance compared to traditional language teaching methods. The findings are also consistent with the study carried out by Kramsch and Sullivan (1996) concluding that role-play activities develop self-learning abilities in EFL students through interaction with fellow mates in EFL class.

9. Conclusions

Communicative approaches in language teaching satisfy learners' need in a healthy interactive environment to facilitate the use and practice of English language in the target language (T L), while previous language teaching methods like Grammar Translation Method (GTM), did not fulfill language learners' requirements regarding communication in real-life situations such as in the target language. The present survey study was designed to investigate the attitudes of Government Girls intermediate college Quetta and Government Boys intermediate college students of Quetta towards 'Role Play' as TBLT activities in EFL classrooms. The findings of this research paper can be generalized to the target population of the students because role-play activities enhance confidence levels and oral abilities of EFL students and to furnish the needs of EFL students at the intermediate level of education. Moreover, the findings of study clearly reveal both gender EFL intermediate learners have highly positive attitudes towards role-play as (TBLT) is the key component of communicative language learning (CLT) approach. Hence, it is strongly recommended on the basis of this survey study that role-play activities as (TBLT) should be included in the syllabus of intermediate EFL learners to equip them modern day language teaching approaches in Pakistani EFL context.

9.1 Limitation of the study

This survey study has numerous limitations as following;

First, this study only focused on two Government intermediate colleges of Quetta, Balochistan, Pakistan, so the findings cannot be generalized to the other colleges of the country. Second, the researcher only employed quantitative research design, interviews were not carried out in order to get in-depth views of the participants. The third limitation of this study is no treatment was given to participants to check the effectiveness of role-play activities. The forth limitation i.e. EFL teachers' attitudes towards role-play activity were not surveyed this study.
9.2 Implication of the study

This survey study has various implications as following;

The activities of role-play designed by English class teachers or adopted from the internet it will improve students oral fluency and listening skills. In addition, the practice of role-play activities in EFL classroom will increase the confidence level of students, the EFL students will be able to communicate in real life conversation effectively. Moreover, students will be able to comprehend their daily classroom lectures with better understanding and interactive manner.

Additionally, past studies have revealed that with the help of role-play activities EFL students become confident in performing different roles in the classroom. The practice of different roles will improve students oral language proficiency and situational understanding, therefore, better fluency and listening skills of students can obtain a high score in ILETS and TOEFL test so students can also secure admission in well reputed universities abroad.

9.3 Suggestions for future Research

The survey study only focused two Government intermediate colleges of Quetta city of Balochistan province, future researchers are suggested to conduct a survey study comparing private and Government colleges of other cities of Pakistan. In addition, mix method research design, qualitative and quantitative design is suggested which employs interview and open-ended questions in order to explore in-depth attitudes and perceptions of EFL students. Moreover, future researchers are suggested to investigate the attitudes of EFL teachers to explore the teachers' perception towards role-play as TBLT, in order to cross-validate both students and teachers attitudes and perceptions towards role-play activities. Lastly, future researchers are suggested to conduct experimental study to examine the effect of role-play activity in Pakistani context.
References


The Holy Woman and Middlemarch: Challenging the Patriarchal Gender Stereotypes in Literature

Language and Literature

Rafea Bukhari

Abstract

This research paper attempts to demonstrate in what way women authors writing in English greatly contribute to challenge the patriarchal gender stereotypes in literature as literature influences the people’s frame of mind. Already prevailing preconceptions contour different gender biased practices in a culture. George Eliot and Qaisra Shahraz high-spot the imposed conventional roles of males and females in two diverse societies of the East and the West where religion and traditions are different but social power structure is same. It is analyzed that these writers instead of supporting and strengthening the set pattern of social constructs, go for condemnation, as they consider them to be man-made and generally destructive for both the genders, particularly for women. Their female protagonists prove to be halting against aggressive patriarchal postulates and suggest a process of change and possible solutions. Pakistani female-authored works in English are an indispensable part of feminist literary canvas, as examining the English and Pakistani female feminist writings in a parallel fashion provides with a broader scope for the reconsideration of woman’s status and rights at a universal level.

Keywords: Feminism, Stereotyping, Patriarchy, Suppression, Exploitation, George Eliot, Qaisra Shahraz, Tradition, Sexism, Femininity, Gender, Agency, Resistance.

Introduction

The study intends to examine the theme of challenging the patriarchal gender stereotypes by female novelists writing in English. George Eliot in Victorian England and Qaisra Shahraz in contemporary Pakistani society expose the
women’s position in the patriarchal societies of the East and the West. Both the female authors have high-pitched parallels in drawing the different male and female characters to raise voice for women’s plight and to improve their position in the society. Literature, in the hands of such creative women writers of male-dominating cultures, is a powerful and benign instrument to execute the responsibility of consciousness raising among the female segment of society. Their fiction seeks to contribute into a process of change that involves the reconsideration of women’s status and rights and to provide readers with a world free of undue patriarchal authority and gender biasness. Fiona Tolan (2006) pronounces:

“Feminists have observed that literature is an instrument to keep and create belief system and that a large number of great works were male-authored, with few exceptions of Charlotte Bronte, Jane Austen and George Eliot” (Tolan, p.325).

Supremacy of men in a social and cultural system is recognized as patriarchy that originates from the preconceived gender roles believed to be fit for men and women. These years after years practiced stereotypical roles are the mindsets of society. According to the set patterns of culture and societal norms, men and women are assigned their roles who consciously or unconsciously accept, practice and transmit them to upcoming generations in order to achieve the social conformity. Hence, gender is a patriarchal social construct based on people’s biological sexes. Such social constructs are proliferated and strengthened to maintain a male-centered society.

“Feminist criticism is a specific kind of political discourse: a critical and theoretical practice committed to the struggle against patriarchy and sexism, not simply a concern for gender in literature” (Auerbach, 1953). The theoretical framework of this investigation draws contributions from feminist cultural, social and gender stances. Feminists, gender theorists and authors emphasize upon the women’s emancipation by condemning such set patterns of thought and suggest that literature must resist and challenge such biased notions that cause gender discrimination. Feminist literary theory can be seen in several variants and most of the critics opine that more authors of the “Other” to be included in the literary canon. Simone de Beauvoir termed male as the “One” and female as the “Other”, referring to the patriarchal structure of society. She recommended a dire need of drawing independent and strong female protagonists to balance out the dominance of male protagonists in literature (Brooker, Selden & Widdowson, 2005, p.120). Feminists, being highly annoyed by the Sexism which they believe has invaded every area of culture and literature, target to identify, expose and
detach the humiliating roles assigned to women in literature and real life. Cynthia Griffin Wolff (1972) in *Stereotypes of Women in Literature* put forward that the author’s function is to show the possibilities to break out the stereotypical models as the dissemination of female characters in literature is deceptive and distorted:

“.characterizations of women are dominated by what one might call the male voice. The definitions of woman's most serious problems and the proposed solutions to these problems are really, though often covertly, tailored to meet the needs of fundamentally male problems” (Wolff, p.207).

In a patriarchal social structure “men are generally thought to be……competent, assertive, independent, masterful, and achievement oriented” (Eisencllas, 2013, p.2). Lois Tyson (2006) explains the same phenomenon in following words:

“Traditional gender roles are socially constructed to keep women powerless” (Tyson, p.86), and “elevate the male point of view” (Tyson, p.84).

D. Jill Savitt in an article Female Stereotypes in Literature high spots the “narrowness” and “confining nature” of women’s roles in literature where women are mostly presented as meek, incompetent, dependent, fearful, troubled and helpless creatures whereas authoritative and powerful positions and roles are assigned to men. Females are allotted passive and subservient roles to facilitate men and to deprive of their rights (Savitt, 1982).

The patriarchal system of control halts the progress of both the genders however women comparatively cut a greater loss as it launches and imposes the inequality against them. Michael S. Kimmel in his book *The Gendered Society* (2004) articulates:

“Gendering is not simply a system to classify biological males and females and socialized into equivalent sex roles rather it also expresses the universal inequality between men and women. Speaking about gender means speaking about Hierarchy, power and inequality, not simply differences” (Kimmel, p.1).

A question tweaks the mind whether such patriarchal gender stereotypes can be challenged or not! Like Beauvoir and Savitt, Bhasin in *Understanding Gender* also supports the fact that “Sex is one thing but gender is quite another” (Bhasin, p.2), “All the social and cultural packaging that is done for
girls and boys from birth onwards is gendering” (Bhasin, p.2), and sex is biological, natural and constant but gender is man-made, variable and socio-cultural which “changes from time to time, culture to culture even family to family thus gender roles can be changed” (Bhasin, p.3).

George Eliot, a 19th century female Victorian novelist, always held “silly women novelists” in contempt who propagated false myths about women by writing stereotypical romance fiction just like male authors, as literary atmosphere was also dominated by men. “In literary works, as well as in society, there were the descriptions of Snow-White-like girls, angelic girls, monstrous women, witches, and fiends” (Gilbert & Gubar, 2000, p.29). She challenged the restrictions imposed on the female authors that they were not supposed to write intellectually as they were incapable of doing so. “The fact that Anne, Charlotte, and Emily Bronte wrote as Acton, Currer, and Elis Bell and that Mary Ann Evans used the pseudonym George Eliot clearly pointed to the prejudice against women writers” (Altick, 1973, p.51). Carol Ohmn (1971) also rectifies the fact of underestimating the female authors: “During nineteenth century the works of women writers were viewed at best condescendingly” (Ohmn, p.909).

When woman in the West including England were making progress, Pakistani women still suffered from the prejudiced and deliberately launched political and religious policies against them. Pakistani feminist women writers for instance Bapsi Sidhwa, Sara Suleri, Tehmina Durrani, Qaisra Shahraz, Kamila Shamsie, Uzma Aslam, and Monica Ali etc. extensively travelled and read about the Western feminists. They cultivated a new literary tradition to describe woman contrary to the false interpretations of religious ulema:

“The fiction directed at the female readers was full of stereotypical characters reinforcing traditional roles and misconceptions about women. No bold, leading and daring characters were created, though it was possible. Consequently, the self-image of the Muslim woman could not improve” (Shaheen, 2009, p.36).

The social, political and cultural issues of women have been discussed by the female literary feminists of Pakistan and they try to present such solutions that can be acceptable for both the genders on mutual grounds. Furthermore, these authors settled down the scope of feminism within the province of Islam as earlier it used to be taken as a Western inspiration and misleading.
The intended research engages the descriptive method, analytical approach and qualitative content analysis technique to explore the under fire theme running through the text of the selected novels.

Discussion

George Eliot’s *Middlemarch* (1872) centers on the residents of fictional midland town. It is a multi-plot novel majorly focusing on the character of Miss Dorothea Brooke: an intelligent, aspiring and wealthy lady, gets married to an elderly self-absorbed clergy Mr. Edward Casaubon, who remains least interested in his wife’s ambitions in life to be educated and independent like her husband. Other female characters capturing the attention are Celia Brooke: Dorothea’s sister and Rosamond Vincy: daughter of a mayor and middle-class manufacturer of the town. Both the ladies are placed in contrast to Dorothea. George Eliot’s contrasting characters emphatically illustrate the conventional and non-stereotypical notions about man and woman in Victorian patriarchal structure. As Amy K. Levin (1992) comments:

“The best way of defining characters is by contrasting them” (Levin, p.50).

The female characters of the novel are seen to plunge into Victorian man-oriented society which never allowed women to enjoy the same privileges which men were entitled for. Patriarchy, as feminists describe is not just a social system rather it imposes specific gender roles upon men and women that hinder the way of progress for women in particular. Such a society confine women not only by denouncing the right of education and entrance into male-oriented vocational domains rather people’s thinking, biases and gossips also contribute to limit women’s life. One of the universal biases is to consider women’s intellectual capacity as inferior to men, “They are expected to have weak opinions” (*Middlemarch*, p.6). An occurrence of such prejudices can be witnessed in the novel at the time of dinner, hosted by Dorothea’s uncle Mr. Arthur Brooke, who raised Brooke sisters. Dorothea joined conversation between Sir James Chettam and her Uncle. Once she responded “with more energy than is expected of a young lady” (*Middlemarch*, p.14) and intellectually suggested about the political economy, immediately received a harsh reply from Mr. Brooke: “Young ladies don’t understand political economy, you know” (*Middlemarch*, p.15). According to him “such deep studies like classics and mathematics are too taxing for a woman” (*Middlemarch*, p.70).

Male-controlled social order of Middlemarch never allowed any of the women to acquire same sort of education arranged for men, though Dorothea kept struggling. The Brooke sisters, Dorothea and Celia “had been both
educated on plans at once narrow and promiscuous” (*Middlemarch*, p.4). Though Dorothea was an exceptional women along with her well-to-do contextual and high plans to make advancements for herself in addition to the community of Middlemarch. She was often appreciated by male members of the society for her intelligence but when an idea to consider her as a better-half crossed the mind of men, social and cultural norms warned them about her “ardent” nature, as she was somewhat different from the prevailing notions of femininity. Dorothea’s sister Celia Brooke and Mayor’s daughter Rosamond, being not superior-minded, were more compatible to the patriarchal criterion of femininity, hence, preferable for men. Females had to come up to the males’ expectations to survive in the society. Women’s survival was habituated in their submissiveness, obedience, sophisticated manners, and subjugation. Consequently, as Joan Bennett (1954) responded: “marriage is the only conceivable career” (Bennett, p.165) for women. Celia and Rosamond, by not having high-flying plans and love for the acquisition of knowledge like Dorothea, were easier targets for men to be minored in domestic and social life. Dorothea being non-stereotypical nowhere stood within the customary framework of womanhood. Conventional Celia and Rosamond appeared to the society as “amiable” and “innocent” and unconventional Dorothea as “too unusual”. Narrator of the novel ironically declared that Rosamond remained “exceptional” to complete all the stages of her typical education to be “lady-like” that made her favorite to her elders and people of community:

“Rosamond Vincy, the prize pupil of Mrs. Lemon’s finishing school, is offered as an epitome of what nineteenth-century society seeks in its women” (Chase, 2010, p.12).

Eliot’s Dorothea desired to get rid of the “oppressive liberty”:

“She established an infant school in the village, she worked on cottage plans for the local poor; deprived people of Tipton. Still, she looked forward to the day when she would be of age to command her own money and implement her own schemes” (*Middlemarch*, p.5).

Unlike Rosamond Vincy who got married to raise her status and preferred to be well-provided instead of providing others, and Celia Brooke who compromised and contended with the traditional norms without any resistance, Dorothea remained non-stereotypical in deciding about her marriage twice. She, like typical Victorian women, never gave importance to a man with wealth and luxurious life style. First time she got married to an educated clergy Mr. Casaubon, many years older than her in his age, though
Middlemarchers were against this incompatible match. She ignored the age factor just for the sake she appreciated a conversant person as her life partner. She sought for the knowledge through her husband. Unfortunately her aspirations to gain knowledge through her husband and make her career suffer from an utter failure. After all a non-stereotypical woman married a stereotypical man, dreams were to be shattered. As a follower of the traditional norms, Casaubon expected the same as all other patriarchal authorities expect from a woman. Being a husband he wished her wife to be domestically bound to him instead of being engaged in adopting any vocation. Elaine Showalter (1977) asserted that during Victorian epoch,

“Women were not accustomed to choosing a vocation; womanhood was a vocation in itself” (Showalter, p.21).

Casaubon decided to marry Dorothea just for the companionship and never to upgrade her. He wished for a secretary and a servant to help and serve him in his official and domestic matters. Dorothea’s idea to learn Greek and Latin languages appeared to him as “wearisome”. She proved to be the best “hired secretary”, “a helpmate to him” and above all “submissive”. Even, at the stage Dorothea realized that her husband always remained absorbed in his studies and apart from all her sacrifices least interested in her education, career and desire to work for the community, she kept struggling and never deviated from enforced domestic responsibilities. To see Dorothea in his control was pretty consoling for Casaubon. As Simone de Beauvoir (1953) affirmed:

“Man is concerned with the effort to appear male, important, superior; he pretends so as to get a pretense in return; he, too is aggressive, uneasy; he feels hostility for women because he is afraid of the personage, the image with which he identifies himself” (Beauvoir, p.452).

Casaubon even, in his will, restricted Dorothea of getting married again after his death, and consequence of the violation meant dispossess from inherited property of husband. Dorothea once again demonstrated to be unconventional when she left Casaubon’s property and got married to Will Ladislaw. As opposed to Rosamond, importance of wealth and class in matrimonial relationship were rejected by her. Eliot revises the values of typical image of womanhood and marital life through Dorothea’s character.

Qaisra Shahraz in her novel *The Holy Woman* (2002), projects the analogous view of George Eliot to portray and challenge the patriarchal gender stereotypes. In Pakistani male-controlled power structure religion and
tradition flow in an indistinguishable course and often traditions replace the religion. Shahraz’s *The Holy Woman* is based on a typical feudal tradition of Sindh province. It is “marrying woman to Qur’an” to make her “Shahzadi Ibadat” (Pure Woman) through a formal ceremony after which woman has to remain celibate throughout her life, though Islam discourages celibacy. Woman is to dedicate her whole life to learning about religion and preaching it. Novel’s protagonist Zari Bano was trapped by the same feudal tradition. After losing her only brother she was forced by her grandfather Siraj Din and father Habib Khan to be Holy Woman, though she was already engaged to an educated and well-off businessman, Sikander. This cruel tradition, in the name of religion, serves the purpose of saving family property from getting out of clan. Zari Bano, twenty-seven years university educated woman and her mother Shahzada resisted against this tradition within their own capacities but confronted the severe reaction from men who were authorities upon them. Yasmeen Hassan pinpoints:

“….in many other parts of society in this country, this is the right of the male member of the family to control the actions of their womenfolk” (Hassan, 1995).

When Zari Bano refused to be exploited, her father tried to convince her in the name of religion. He insisted that it would be a greater privilege for her and her family to remain celibate and serve the religion:

“That life in no way can compare to the izzat, the honour and the fame that your new role will bring to you and your family” (*The Holy Woman*, p.85).

Sajad Ahmad Khan (2013) in his article “Patriarchal Structure (Denying the Role of Women as Futile and Abstract) Violence against Women” uncovers the fact:

“Patriarchal construction of social practices are legitimizied by the religious institutions, as the most of religious practices regard male authority as superior and the laws of conduct regarding family, marriage, divorce and inheritance are linked to patriarchal control over family biased against women; a person’s legal identity with regard to marriage, divorce and inheritance are determined by his or her religion which laid down duties for men and women and their relationship….all major religions have been interpreted and controlled by men and upper caste and elite classes” (Khan, p.97).
Zari Bano’s mother struggled for her daughter to avoid meeting such a cruel destiny. She debated with her husband Habib Khan that “It is the twentieth century” and “it cannot happen”. In return she received a very scornful reply: “The scales are weighed against you, woman” and “It can and will happen! Do you think that you, a female, can prevent it?” (*The Holy Woman*, p.67). Though Shahzada spent her life as a conventional wife but for the sake of her daughter she threw out the stereotypical garb of womanhood. She tried to save her and when could not get successful and threatened to be divorced, changed her attitude towards her husband. She performed all the duties as a wife but isolated her husband emotionally and lived with her as a stranger. It was one of her ways to resist against a powerful patriarch:

“So you are going to wed your daughter to your fields and to her faith….it is zulm, cruelty of the worst kind. If you go through with it, I will never, never forgive you…there will be nothing left between us…you’ll have made your daughter a Holy Woman, but you will have buried a wife too, at the same time” (*The Holy Woman*, p.68).

Zari Bano was just informed through her mother what grandfather and father decided about her:

> “Your father…wants you to become his heiress, and our Shahzadi Ibadat, our ‘Holy Woman’, in the traditional way” (*The Holy Woman*, p.62).

Zari Bano’s words, on her exploitation, exposed the reality of longstanding feudal tradition which by manipulating religion abuses women to favor men:

> “Here I stand before you, Mother, my father’s Shahzadi Ibadat. She spread her hands in a flourish. The Holy Woman. The woman he created by killing me. Did you not know that men are the true creators in our culture, Mother? They mould our lives and destinies according to their whims and desires” (*The Holy Woman*, p.88).

Though, Zari Bano initially could not battle with the unjustified decisions of men against her as she was not an independent woman. However, after getting religious education from Al-Azhar university of Cairo, visiting different countries and establishing a college for women, she turned out to be a self-governing woman with profound knowledge of her rights in Islam. Now she stood on the stronger ground to struggle and resist the suppression.
As soon as met with the opportunities, she performed remarkably well just like men. Tina Chanter declared:

“Women are only considered unsuited to the roles reserved for men because of lacking in education to become politically informed and responsible citizens and once they are given this opportunity, they are as good as men” (Chanter, 2006).

Qaisra Shahraz through her character Zari Bano categorically hints to bring change in women’s suppressed lives. Zari Bano’s feminist views when infused with the Islamic understanding gradually emancipated her and finally she broke away with the stereotypical role as a woman. When she inaugurated a madrassa to impart religious knowledge among woman she confidently addressed women:

“If you know your rights and are conversant with Shariah law, and consult these books, you may be able to change things. You can take the matter into our Shariah court” (The Holy woman, p.379).

Najia Asrar Zaidi in her article “From Victim to survivor: A Critical Study of Qaisra Shahraz’s The Holy Woman” suggests:

“Qaisra Shahraz can be better compared with another Pakistani writer Tehmina Durrani. Both writers consider culture and not religion as the source of women’s exploitation. Durrani’s Blasphemy (1998) also throws light on the misuse of Islam by feudal Muslims priests. Interestingly, then tradition at times used as a tool of oppression might also lead to the development of independent thought in an individual. Both heroines, Zari Bano in The Holy Woman and Heer in Blasphemy, react in their own way affirming that they no longer would be enslaved by customs, traditions and unfair use of Islam. Both are ready to meet the future with new vision of life” (Zaidi, p.219).

Comparing George Eliot and Qaisra Shahraz reveals that both the female writers raised voice for women’s plight by portraying two types of female characters: in first category fall such characters who represent an exact position of stereotypical characters prevailing in the society and effected by the social norms i.e. Zari Bano’s sister Ruby, Rosamond and Celia Brooke who never resisted and remained compatible to the manipulation. Second category carries the characters who are resistant to the imposition of such conventional roles that hinder their progress like Zari Bano, Dorothea
Brooke, Shahzada, Fatima and her daughter Firdous. Female characters of second category try to achieve their true identity, though often at a very heavy cost. They achieve their rights or identity not in a profound form as both the writers realistically propagate about the process of change that still demands from women the sacrifices of their emotions, aspirations and agency.

These writers do not create contrasts in drawing female characters only, rather such males along with typical ones are illustrated who suggest superlative images of men, hence they do not condemn men altogether. For instance, character of Will Ladislaw in Middlemarch is a representation of a man who appreciated the woman’s abilities, did not suffer from insecurity or jealousy against a competent woman, and was not hesitant to marry Dorothea-like ardent lady. Therefore, he was not a conventional man thoughtlessly following the traditions. Eliot creates a sharp contrast through Will Ladislaw against the typical male characters of Casaubon, Sir James Chettam and Mr. Arthur Brooke to display man-made image versus an ultimate character of manhood. Shahraz’s Sikander, was a non-stereotypical member of a patriarchal society. His criterion of being man was not to suppress woman. He happened to be a full support system for Zari Bano and constantly motivated her to rise against her suppression. When Zari Bano subjugated to be a Holy Woman he argued with her:

“Where have your feminist beliefs and idealism disappeared to? How can a woman of you caliber, with a university degree, a former editor of a magazine, at the end of the twentieth century, be so blinded?” (The Holy Woman, p.126).

Sikandar’s liberal and space-giving attitude towards woman was quite evident when his mother complaints about Zari Bano’s foreign trip immediately after her marriage. At that point he replied to his mother in such a way:

“She has already been oppressed and exploited by her father and grandfather. I am not going to be another male oppressor in the guise of a husband. I will be a friend and companion to her” (The Holy Woman, p.388).

Ibrahim Musa, another unconventional character who was a religious man but not a fundamentalist. At Al-Azhar university he taught Zari Bano Arabic and when came to know about her tragedy, tried to convince her that if she ever married to him, would never be interrupted for her religious responsibilities. Khawer, a liberal feudal lord, also preferred to marry an educated lower-caste
lady Firdous as compared to any upper-class uneducated woman. Being a feudal lord, he respected womenfolk and has been presented as a sheer contrast to Siraj Din and Habib Khan who treated Zari Bano not more than a commodity.

Will Ladislaw, Sikander, Ibrahim Musa and Khawer are shown as liberal men, with the lapse of time even Siraj Din and Habib Khan also transformed in their mentality and action, which stamps the fact that gender stereotypes are the social constructs that can be changed. Such comparison-making technique within their single works, firstly makes these female writers unique in the treatment of their characters, secondly helps them for the profound diffusion of women’s position in the society and finally creates space to suggest possible ways for the improvement.

Shahraz and Eliot never portray such female characters who are the thoroughgoing rebellions and turn the world upside down for their own sake. They struggle and resist gradually to break away with the suppression and achieve their identities but still they have respect for society and people around them. Readers remain unable to find any man like qualities in their female protagonists. *Middlemarch* and *The Holy Woman* are certainly non-sexist texts that draw a very clear line between the male and female author’s writing style on women’s issues and portraying female protagonists in the factual light. Male authors have usually been depicting women either stereotypically or creating them as more than women, that becomes the cause of condemnation. Shahzada, Zari Bano, Firdous, Fatima and Dorothea all resisted but still remained “women” instead of converting into the “female heroes” who are provoked to rise above being women or to assume man-like characteristics. They all tried to achieve their identities and independence within the moral boundaries, hence, cannot be condemned. They themselves changed positively, intelligently, gradually and brought change in others as well. Their basic quality of being “women” and “good” remained constant even after bringing change in their circumstances. Shahzada and Dorothea did not leave their husbands and live up to all their moral responsibilities though emotionally detached from them. Fatima throughout her life took care of her handicapped husband and never taunted him for not being able to be a bread earner of a family, as in patriarchal societies men are considered to be responsible for earning not women. Fatima rejected this biased notion about man and women. Her character emphasizes that if both the genders can equally be intelligent and energetic they can also be skillful and capable enough to earn and support the domestic unit. Zari Bano and Firdous never reaped undue advantage of their being educated. Zari Bano even herself told
the reason of her yielding to one of her teachers, Professor Nighat, who visited Zari after becoming the Holy woman:

“Yes, I could have refused my father, if I had wanted to. But I didn’t at the end, for the same reason as thousands of other young women in our patriarchal society end up saying yes. For our izzat’s sake, and our family’s honour, like other women, I became a coward and a victim rolled into one. I just couldn’t be the cause of turning my family traditions upside down” (*The Holy Woman*, p.173).

It was not Zari Bano’s failure that she did not rise abruptly, rather her intelligent strategy and dignified manner to get out of patriarchal clutches. Professor Abdur Raheem Kidwai (2010) commented about Zari Bano that she pulled herself out of stereotypical role of male-dominating society in a very unique way:

“The Muslim woman (Zari Bano) manages to attain her rightful place, without vitriolic, rebellious outburst against the clergy or the male-dominated order. She is seen aspiring for and achieving her economic independence without any blood bath. Nor does she forsake her religion, waiting to be liberated by some chivalrous knight or to be redeemed by Christianity, as is habitually inscribed in the works representatives of Western literary Orientalism. Far from being the stereotypical helpless creature suffering under the patriarchal tyranny and abused as a sexual plaything, she gains the requisite life-coping skills and displays the resolve to lead her own, woman’s life in a social order still dominated by males” (Kidwai, p.12).

His view is applicable to Eliot’s Dorothea and Shahraz’s Fatima, Firdous and Shahzada as well.

**Conclusion**

George Eliot’s *Middlemarch* and Qaisra Shahraz’s *The Holy Woman* are undoubtedly feminist texts as they bring female protagonists to the center-stage. An analysis of different female characters across the novels proves that women do not typically continue to be exploited and manipulated forever, rather stand for their rights. They struggle to detach themselves from the patriarchal gender-biased preconceptions to gain their true identity, independence and dignity. Eliot and Shahraz never approve one-sided biased view totally favoring women, rather render liberal male characters as well in
attempt to reconstruct the social thought regarding women’s position and rights. These earnest commentaries on the challenges faced by the women of patriarchal societies in general do not only float out a diverse portrayal of women that combine Eliot and Shahraz in unity of purpose rather impart exposure, illumination, deep insight and possible solutions as well. Though, women’s oppression naively cannot be universalized but similar subtle and violent patterns of maltreatment, manipulation, exploitation, degradation, victimization bring different writers under the common-umbrella. Hence, these female authors may inspire other writers not to proliferate the unjustified patriarchal gender roles through their works.
References


Abstract

Folk-songs are one of the oldest forms of literature and all the societies and cultures have their own heritage of Folk-songs. In this paper attempts have been made to describe the background of Hindi Folk-lore and then an English dictionary definition and description of the word Folk and Folk-lore have been given then we delve deep into the tradition of Brahui Folk-songs which have no written past and have been passing through generation by the singers. However, many Folk-poems have been distorted and twisted by the so-called intruders which have affected the purity of the Poem very badly. This malaise could be attributed to the absence of an institutional framework to compile and collect the original Folk-poems and publish them as an anthology. On distinct quality of Brahui Folk-songs have been deciphered i.e its first line has no direct connection with the second line. One word in the first line is chosen and for the sake of rhyming another line is created which has a different meaning. Another conspicuous quality of Brahui Folk-songs is that besides nature, it expresses a great deal about civilization and culture of the time. Some famous Brahui Folk-songs along with translations have also been given such as ‘Sauzo’ and ‘chotali’ which are very popular amongst the folks. The hallmark of Brahui Folk-songs is natural Phenomena depicted vividly with strong feelings.

Key Words: Brahui, Folk literature, folk poetry.
Introduction

In Brahui Language, Folk-poetry has a strong tradition but this heritage is mostly in unwritten form and is passing from generation to generation through singers. Since there has been no institutional arrangements to preserve Brahui Folk-Poetry in writing therefore the process is continued by individuals casually which has resulted in many anomalies. This irrelevant modification in Folk-Poetry by inexperienced intruders has resulted in distortion and changed in the nuances of the language. The hallmark of Barhui Folk-songs is its distinct quality which provides insight in civilization and cultural aspects of society. There is a general impression that in Brahui Folk-songs, the first line of a verse has no bearing on the second line. However, just for the convenience of rhyming, another line is added which may have no coherence with the subject. Apparently this can be true but after pondering over it, we find a separate peculiar secret which distinguishes Brahui Folk-song. In this thesis we try to show that the first line of a verse has in fact another inner quality. In many verses this line expresses a natural phenomenon. A Folk-song poet who has no formal education and is brought up in a natural surrounding when he derives inspiration from a natural scene, he expresses himself spontaneously. Then, by selecting a word a rhyme, he evokes his emotion and another poetic line is created. The description of natural environment mixed with human passions lead to the formation of a beautiful verse. The poetry then opens the way for wisdom and appeals to the senses.

Folk manners, Folk literature and Folk-songs

Folk literature has many dimensions and interpretations. In the 21st century world despite many types and genres in literature and their narration, emotional attachment to Folk-literature has not diminished. For the modern genres of art many rules, regulation and parameters have been devised but the simplicity of Folk-literature has maintained its relish with distinctive features and entity. In Urdu the concept of Folk-lore and its origin is the word Folk which the Cambridge Advanced Dictionary defines as follows:

1. Folk: People especially those of a particular group of people.

2. Modern music and songs that are written in a style similar to that of traditional music.

3. Describes art that expresses something about the lives and feelings of ordinary people in a particular group or country especially those
living in the countryside. (Cambridge advanced learner’s dictionary, 2008)

In Urdu, the word “Loke” has been existing with all its related ingredients words, compositions, concepts and ideas. Etymologically the word Loke is Hindi in origin which means world, people, society, men etc (Feroz Al Lughat). With some people there are fourteen and with others there are seven Loks but three are very important: (i) Sor Loke i.e world adorning (ii) Metho Lok i.e world (iii) Pathal Loke i.e nether region (3).

When the word Loke (Folk) is used in the matters pertaining to people, society and their way of life then it will entail many other issues of importance relating to common People. For that matter Loke stories i.e those stories and legends which are in vogue amongst people, Loke songs those lyrics and songs which are prevalent in masses and is sung mostly in villages. Loke dance means, the primitive dance which is related to some ancient dance and has a bearing on some customs and festivals.

In Brahui the word Loke or Folk is also used with the focus on people especially with these words the range and circle of Brahui language is adorned. Whether it is Loke dance, Loke story or Loke songs, Brahui Language is at least not oblivious of it. In the same manner whether it is developed, underdeveloped or developing language or those languages which are dysfunctional and about to extinct; all are not bereft of Folk-literature. In developed languages much research work has been carried out and preserved in written form on every aspect of Folk-literature. On the other hand, we cannot deny the fact that not much work has been done on the treasure of Brahui literature and the written age of Brahui language is comparatively not long.

The concept of Loke literature is in vogue in Urdu literature which is alternate to the English word Folk-Lore. In English the word Folk-lore was first introduced by William Thompson in 1846. (Sims, Martha; Martine Stephens 2005). Before this, for such type of literature the concepts of popular literature and popular antiquities were used. In Cambridge Dictionary, folklore means People of a group or culture and traditional stories, however, ascertaining its true meaning is still to be discovered. Generally, it means those traditions which pass from one generation to the other orally. But this meaning has many defects because many social factors have been taken into account which does not fall in its ambit. It is like the process of cleaning teeth which is and oral tradition and passes from generation to generation but it cannot be called Folk-literature. In fact, Folk-
lore is not the name of any one thing and a definitive meaning for it is not possible.

However, to manage the discussion on this topic comfortably, determination of some factors is essential. Folk-lore is the informal and unofficial understanding and knowledge of world, men, society, creeds, customs and traditions. Its creative expression can be found in words, music, customs, conducts, behavior and dealings. It is all encompassing dynamic action for creation, communication and deeds.

**Tradition of Folk-songs in Brahui Language**

In Urdu, the concept of customs or traditions is normally used for Folk and in order to make a differentiation with other literature, the concept of Folk-literature has been adopted. In Brahui Language, the translation of English words Folk is the common man or people and in this connection the term villager is used where some idea of the primitive and modern life is prevalent. In today’s world too, the majority of the Brahui People are leading a rural life where the Folk-literature survives in its real Folk-tradition.

In Brahui Folk poetry, the distinctive quality is that it evokes natural scenes. Although preserving Brahui poetry in written form started very late and it could not be preserved some pieces of this oral tradition. The individual level efforts were made by Dr. Abdul Rehman Brahui to protect this treasure. The artists of Radio and T.V selected some songs of Folk-singers and compiled them in a book from. This tradition was continued by Zauq Brahui who after impressing upon the Folk-singers in Jhalawan to sing; put their impression in Folk-literature that its creator is unknown while a main point included in the definition of Folk-literature is its prevalence amongst people. There are still creative persons in Brahui language who though are not well conversant with modern education but due to their social traditions and natural capabilities, they create Poetry and music on the pattern of old traditions. But without naming and identifying these creators many people have plagiarized their work and have published books accordingly. This has all the colors of Folk poetry but a basic and special color which is the peculiarity of old Brahui songs is missing.

The interesting Point in Brahui Folk poetry is its unique style in description of natural scene which has no direct symmetry with the second line and the subject. The key to joining the first line with the second line is the poetic elegance. One word of the first line is chosen as a rhyme and in the second line a similar word is selected and rhymed with the first one and thus the couplet is completed.
Description of natural phenomena in Brahui Folk-songs

In Brahui Folk-Poetry, the stature and tradition of Saozo (سوزو (Dark complexioned beloved) has remained unquestioned till today. “Saozo” is the symbol of Folk-Poetry which prevails in the modern world with its initial words and tune i.e.

“Saozo is my love, Saozo”

In Brahui, the dark complexioned Person is called Saozo or Sabzo and even today’s poet use this word for beloved. As in the famous characters of Qais-Amri, well known as Majnoon’s beloved Laila, there is an opinion that Laila was of dark complexion and her name was used as a simile to night. The word Saozo is now in vogue and conspicuous in modern Brahui Poetry and an example is the saif ud din Naz’s Poetry whose first line is expressed as:

Don’t ask me who is Saozo

In Brahui Poetry the important feature is that the first line starts with the description of natural scene while in the second line the poet talks about himself. The genre of poetry which we highlight as Saozo depicts the natural environment very delicately:

َآمَيِّد اَیَ اللَّه نَا سوزو دِرُو

Water of Pot, Saozo’ oh, Saozo

گبائی بنگر سوزو او سوزو

The have heard our secret gossips

Saozo, oh, Saozo

سیخاہ گواش نا سوزو او سوزو

Plant of Pulses, Saozo’ oh Saozo

ورِ ماش نا سوزو او سوزو

Tree on the road Saozo, of Saozo

The pot water in the poem is used for rhyming it with the name of God in the second line. The first line has no bearing on the second line. The poet encourages the beloved that with the help of God, they will meet soon. The poet depicts natural objects as symbols like Pot water, Zamur Plants of Pulses, Street tree.

Another Folk-song, titled Flower like

Princess, the Poet used
This technique to express his emotions:

**OX is weak, the Yoke cannot fit in**

I saw laila (beloved) in dreams. *(Brahui, 1969)*

In village life, in the houses of cattle raising families, the young goats graze freely. This natural phenomena has inspired the poet to express his passion in verse.

Don’t beat the grain feeding young goat

The beauty strolling on the way has bewitched me. *(Brahui, 1969)*

A young girl ‘Tajalo’ who could be the jewel of her family in character and beauty in married off to a rustic in a far flung area:

The desolate land of Shori Tajalo

You were married off to a yokel. *(Brahui, 1969)*

One peculiarity of Brahui Poetry is:

Most of time the first line is not related to the second line regarding subject but it is not meaningless. It provides rhyme word to the poet and evokes a natural scene very artistically and beautifully:

The oxen are in harness

Others, have bewitched you

Come, oh, delicate girl and talk something. *(Baloch, 2007)*

‘*Barnazna*’ is a Poem of short meter and is one of the famous Brahui Folk songs.

Here the scenic beauty of a star is very well mentioned:

The lode star (northern star) is shining
You are chosen by the beloved
Come, oh, delicate one (Bedar, 1982).

Chotala or chotoli (skylark) is an indigenous bird of Balochistan which hovers in the air and twitters very beautifully:

چوٹولی چُک اسے، پُل تے اٹ گور کیک
Chotoli is a bird, moves in flower bed

گندی نا گند اسے خنتے کتا کور کیک
The smoked perfume, blinds my eyes

چوٹالی چُک اسے، کاٹم اے تا تاج اسے
Chotoli is a bird, with a crest on the head

خلک اتھ لیلی نا بهلو پانے راج اسے
In the village, there is a great charm of laily

چوٹولی چُک اسے، وار وار آلو کیک
Chotoli is a bird, sings from time to time

اج کنا لاغرے بُرزائی گود کیک

My camel is weak, goes up slow (Mengal, 2000)

چوٹولی چُک اسے تسونے کلیرا
Chotoli is a bird, sitting on a clare (a tree)

دوتے کنا تفینو، لیلی اے خلیرا
My hands are tied, laily to beaten

چوٹولی چُک اسے، پُل تے ثی جُپ کیک
Chotoli is a bird, jumping in the flowers

لیلی نا چُنکی پاوا أستے کنا کپ کیک

The young age of laily, breaks my heart (Parkoi, 2017)

Folk poems have been collected and published in a book from titled as ‘Mungoli’ and a few line in urdu and English are:

گُلدر ایک دوا ہے کہتے ہیں کڑوا ہوتا ہے
Guldir is a medicine (herbal) which is bitter (poem of More)

راستے پر جاربا بون جس پر جن اور پریان بین (خلقی شعر)
I am going on the way which if full of ghosts and fairies.

A bird is sitting on a tree, there is a garden ahead in mountains.

Wild fig tree, noise of family grinder could be heard, monsoon lightening.

Blue clouds have come, berry is ripe in mountains.

The poet joins the natural phenomena with his own passion and evokes beautiful verses which appeal to the senses:

Let’s get up and go search for ruby red beloved. (Mengal, 2000)

Brahui Folk song has its own genres and has different names regarding topic as well as technique. If the topic is unromantic in any form, it will be called as elegiac verse. Whatever the form may be whether ‘haiko’ or ‘Mahia’ the poem is used in eulogy of beloved with intensity and in the first line of the poem the natural scene is expressed beautifully.

**Conclusion**

Folk literature fundamentally relate to People’s temperament and liking. With its distinctive character and atmosphere which it creates, it has the capability to live in the hearts of people, forever. Of all that has happened in Brahui Folk-literature, a very little has been preserved in written form. However, during the English era to protect some Folk-literature started but it was only a fraction. After the English, a stalemate occurred and much research work started again, it was in individual capacity and in fragments without any institutional cover. This resulted into research in a slipshod way and Brahui Folk-Poetry had been prone to many irregularities. There is no denying the fact that a great treasure of Brahui Folk-songs exists which besides technique and thought are assets appealing to aesthetics. The first line in Brahui Folk-songs starts with the description of natural scene where the Poet beautifully evokes his emotions, feeling and imagination. Expressing the natural phenomena, selecting a work as a rhyme, aesthetics and shade of romanticism and local ambience create a mosaic of Brahui Folk-songs. Although the first
line of a couplet has no hearing on the second line but for the sake of rhyming a word is selected and a second line is created.

The ever present problem in Brahui Folk-literature is the absence of institutional arrangements for preserving the Folk-songs in its real form. Some individuals have attempted to compile the Folk-literature in a book shape but mostly the encroachments by individuals have led to distortion of language, plagiarism and deviation from the true spirit of Folk-songs.

Brahui Folk-Poetry is very much interwoven with its society and culture and depicts the joys and sorrows of life in village and hamlets in a natural order. Which is needed is a right place for Folk-songs in literature. Which need institutional patronage and support to dig out and preserve the treasure of songs. At this juncture, we cannot deny the paramount role of Folk-singers who have been passing this genre from generation to generation through word of mouth.
Reference


Lullaby in Brahui Folk Poetry

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Abstract

This research article deals with the usage of Loli (lullaby) in Brahui poetry that this type of poetry reviles the heart touching feeling of Mother with her child. Basically, Lullaby is a creation of women. In this article, it is trying to understand that how a mother lap becomes a shadow of love. Where the breeze of love takes him in the world of dreams then he comes to know about the comfort of life, when he puts and keep his head in the lap of mother. This article shows how a child becomes the bow of his mother and Sight of her eyes? In this article, the formation of lullaby has been discussed that how a mother starts breaking the words and speaks as a child in the same way in order to know his pain? she just looks at his face. it becomes enough to just give a glimpse on his face and know all his worries knowing his face is enough to know his all life. This article emphasis in the shape of Brahui Loli that the Mothers love is eternal for children. Child is always a child for his parents if he gets elder even then. In childhood, a child gets the comports of lullaby from his mother and when he gets elder he owes success to his mother’s prayer. This article describes the uses of Lullaby that in this shape and style of poetry increases the mother’s respect in child’s life. It is comparative and analytical study between mother and child that when she is child she is blessing for her parents as a mother she is the gift of God for her children her every thought is to up lift children. In Brahui poetry lullaby has not only been written for children rather it has been the way of expression of the feelings of the people who spend their life in villages. Our social norms have remained too much stacked in the world of lullabies. we can find too much love which have their own specific value. They have taken the help of words. They praise their beloved in the cover of words.
**Keyword:** Internal love, Migration, pray, visit of shrine, Romantic aspect, admiration, bravery

**Introduction**

The word “loll” can be found in other languages as well. As in English “lullaby” in Balochi, Afghanis and sandhog. Its knows as “loli” and in Urdu it is called “Lori” for consoling the children their mother, elder sister, grandmother and sometimes their father aces “loli” to make them sleep. In “loli” the mother not only praises her children but also she prays for their long life and success. Sometimes she takes out her own grief with a painful voice. The painful voice of mother when she hears of her children. He keeps some words all his life. These are the days when a child comes to know about his mother tongue, mothers love can be seen in her eyes and her melodious voice takes him in the world of dream. The word “loli “has been taken from the word “lol” that to swing the children for comfort so that they may sleep. To make him sleep the mother pats on his back and admire him with sweet and beautiful voice.

Lullaby is that term in poetry in which mother admires her son at the time of sleeping.

At the time of sleeping mother tells her child “lo lo kar “do sleep “lo lo kar ‘’ means to sleep in child language. Basic word is “lol ‘’ and from “lol ‘’ the word “loli ‘’ comes out. Which is used when children are made sleep. At that time, she sings a song for her child. This song is song in way of admiration. The very songs are called “loli”. The child sleeps’ While listening this in her melodious voice. In loli there are prays for child. This way it is prayed for is long life bravery, beauty and for his wisdom. Brahui people spend their whole life in camps and in migration that is why their whole life revolves in a tiresome load of work. When a mother makes her children asleep she makes him afraid of days ghost and other harmful creature rather she gives him lessons of bravery honor and high moral gleams.

In “loli ‘’ the real spirit and ambitions of a mother for her child come out. We can find “lullaby ‘’ in folk poetry but every lullaby has got his own charm. In every lullaby, the word does not match each other, change of the word basically shows the different aspect and love of mother. When a mother with full of mercy and love takes out of her heart. A mother is taken in the world of dreams when she prays for her child beautiful thoughts circle her from everywhere. Rather she herself does not know how deep has she gone in this beautiful thought and she cannot see the things before her she is in the
world of imagination. She imagines that she was just walking on the petals of roses. Almighty Allah has bestowed a lot of love and respect to a mother that is why she has the power to tolerate any kind of hardship in her life.

**Humeet, (Hope)**

The smile of a child makes her ready to tolerate everything that is why the mother has admired and respected in nations.

>`loli nay chona ny loli lol`
>`Loli pol kana loli lol`
>`Loli ativ ny naik as mar`
>`Raj na tina mar sir bir`
>`Loli ny chona loli lol`

>`Ny ky bhaz murad manat`
>`Pero mursid a ty chandat`
>`Loli ny chona loli lol`

>`Allah Ghan duwa e khava`
>`Loli ny kin am e pawa`
>`Loli ny chona loli lol`

>`Khuda ballun kes da kudak ky`
>`Aarfy raj a kin tufak hy`
>`Loli ny chona loli lol` *(mengal 1992:91)*

**Translation:**

Sleep my child sleep  
Sleep my beloved sleep  
Sleep my son so that you may  
Become leader of the nation  
Sleep my son sleep  
I got to every saints shrine  
To beg your long life  
Sleep my son sleep  
I pray to almighty Allah  
That you may sleep sound  
Sleep my son sleep  
O my God you just make  
Son elder so that he may take  
Weapon and read his nation
Sleep my son sleep

Mahr (love)

Love of mother takes the words of love in a beautiful structure and shows the sweetness of mother. In a very deep thought she just takes the petals of roses on the thorns in this empty world. She must look around to praise his bravery and courage. She just takes the words out from the well of love. She waters them with love so that they may become a complete true of love or a complete garden. Mother desires become her hope. She hopes that her son may get a respectful status in this world. She prays that my son may become facilitator for the society and may help the helpless people. He may take gun to save his mother land. He may be counter in the list of martyred and courageous people. She embellishes the world of imagination with her beautiful prayers.

’’Loli loli kiwa chuna hy
Pawa e rabana sana hy

Phuly kana o lal kana
Bhalun maro hy karo hy Ghaza

Translation; Sleep my son sleep
I praise my God he is
My love and my son he will
Get elder and will get fame

While giving lullaby to her son she considers him everything in her life. She makes him her breath while thanking her God. She says o may God. He is my life. He is the most precious thing of my life. She hopes that her son will get old and will get success. He will be remembered with his words everywhere.

Ji ji  kiwa mer aa naseery
Ust kana tina lal kin deery

Eid aana nok ano saloky
Lomma  gori owhra  ganoky

Translation
Welcome welcome to Mir Nasser
My heart bears for him
Eid crescent is standing
For the mother is getting crazy in his love
Brahui Lullaby mostly shows the desire of mother that she wants her child to be a leader who remains alive in the heart of the people. If a mother advices her to be brave in the same tone, she advices him to sacrifice his life for protection of his mother land. She has illustrated those people who have made history. Mothers lap is the first institute for her child where she gives them proper guidance. She looks only to know the secrets of his courage and bravery. My son is the leader of the town as she says the,

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“bava na sibo lumma na sah hy
Khilk aa ta Khaja maro kana hy

Loli loli pawa chuna hy
Bago sah hy ustana dawa hy (mengal.1992:94)
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Translation;
Son is her sale and the care.
Takes of his father
Sleep my son sleep
Bag is my breath and the medicine of heart

**Hump o bit (Migration and Encampment)**

In gipsy world, a child always travels by camels in his mother lap. She goes in the world of imagination while crossing the rocks and meadows with the migrants. While crossing Bolan valley going towards Jhalawaran nothing can take this beautiful thought away from her neither these mountains nor the hardships of the way. Child love is the most precious love for mother nothing can take it out from her heart. When a child starts weeping with hunger then the mother says with consoling her son.

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Owghpa owghpa chuna kana
Owghpa bawa kana
Ampina dasa bolan hy kana
Dasa bita na aragh itavana
Huli aa sawar kivana
Kharas aa swar kivana
Shaker etivana shaker (mengal.1992:82)
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Translation;
Don’t weep my son don’t weep
Don’t weep my father now we
Will migrate to Bolan and their
We will eat meal. I will make
You sit on hours and oxen and
Will give you sweets

*Julunt (swings)*

Mother beautiful voice takes the child in the world of dreams. Which the child understands and sleeps in her lap. Mothers words does not get tired on her lips, even after sleeping the mother keep looking at her and keep of singing lullaby. Motherly love does not finish here. She keeps on singing and says.

*Loli lawar aas chukany banda*
*Allah kany shalany aan gonad*

*Jaliv julunt aa ti mil hy aanana aa*
*Ziba hy kul aan churi ghachena aa.*

Translation;

Lullaby to my son and may
Allah always attach me with you
You have stop in the middle
Of mountain and I love my son too much

*Loli lawar aas chukany banda*
*Allah kany shalany aan gonad*

*Kanbo kachari a kambar na kambo*
*Rab kana sah hy tanat sanbo* *(Sadaf .2007:115)*

Translation;

Lullaby to my son may Allah
Always attach me with you.
Swing to my sweet son whose
The most beautiful among all

*Lumma na Khanta pudani (coolness of mother eye)*

While giving swing to him she considers him the sweetest one time and again sacrificing herself. It’s her love who makes him unique in her eyes. Her loves makes him so beautiful time and again she looks and says.

Let’s go to get together with Qambar and my God will protect my slaved son. Now she just remembers other household works and goes away from her son
and hopes that almighty Allah will protect my son. He will be pious. She remain thirsty to love him more and mare. When a child wakes up he just looks around and gets a new view of the world. But nothing can replace mother love for children. Mothers love builds him moralities and habits as well. Thus mother tells her son.

\[
Loli \ j i \ l o l i \ l a l \ h y \ l o l i \\
Nayaa \ turuky \ peerana \ july
\]

\[
Luli \ ji \ loli \ chunka \ malh \ hy \\
Lumma \ na \ tina \ ustana \ khalh \ hy.
\]

Translation;
Welcome to you o my 
Diamond I have prayed to all 
Saint to protect you and 
Welcome to my younger son who is 
The heart beat of his mother.

The main objective of Brahui Loli (Lullaby) is to show at one spot a mother love her son a lot on the other hand she has the power to understand her son. She hopes that his son will fulfill her dearly but again she address her and says o my son you still don’t know my love for you. When I see you healthy I get strength, you are my power and you are the biggest wealth of life. Mother scatters her word like diamond and says.

\[
Luli \ ji \ loli \ chunka \ kas \ hy \\
Lumma \ tina \ takat \ o \ was \ hy
\]

\[
Luli \ ji \ luli \ chunka \ chuna \ hy \\
Lumma \ na \ tina \ dolat \ o \ dunya \ hy
\]

\[
Luli \ ji \ luli \ chunka \ mar \ hy \\
Lumma \ na \ tina \ Khusan \ na \ haar \ hy \ (mengal.2000:58)
\]

Translation;
Welcome to my younger son
Welcome to power & strength
Welcome to my younger son
Who is the wealth and world of his mother?
Welcome to my younger son
Who the golden necklace for his mother
Farishani (painful)

Lullaby is not confined to childhood only their child always remains child for his parents. If he gets young and become able to earn even then her mother’s love remains constant. his every step looks childlike her love never decreases if he loses something in baseness even then his pain remain painful for his mother . She can not see her beloved son in pain she owns her every type of pain in such a way the words come out for lal Jan.

\[
\begin{align*}
Loli karet lal hy  \\
Lal jan khuda na mal hy
\end{align*}
\]

\[
\begin{align*}
Do ta pinany cha ly  \\
Allah Ga o sawal hy
\end{align*}
\]

\[
\begin{align*}
Bag ta hinany mar an  \\
Khulawa khuda na qahar an.
\end{align*}
\]

Translation.

I welcomed lal, who is gift of God his arm is broken
I pray to Allah that he may recover
His camels have gone and I
Of afraid of Allah’s torment

A mother does get unhappy to see her son problem rather she can not bear to see his hopeless face. She always prays to Allah that her son may not see any difficulty in life. All Jan used to have camel businesses once he lost all his camels this made him and his mother sad but his camels have reach the Froude people of Larkana.

\[
\begin{align*}
Bag ta inany bau aa  \\
Nak ta hushingar dy aa
\end{align*}
\]

\[
\begin{align*}
Bag ta inany Sindh aa  \\
Sada larkan na janda aa (mengal.1992:100)
\end{align*}
\]

Translation;

His camels have gone for
Grazing and burning
Soles his camels have gone to
Sindh even to Larkana
Lumma na duwa (Mothers pray)

Mothers imaginative roses are always fresh in such a condition mothers prays take real place of success while giving lullaby to her son she takes her hands up to pray then who can double that these prays will be rejected it is the only prays of mother which makes her son pious off springs are the blessing of God.

Aar kasy lumma tusuny loli  
Rahmat an af khali o na juli

Ar kas arfy lumma na pity  
Zind ti o khal khala sity

Ar kas arfy lumma na pity  
Zind aa ti arfy o gura katy

Translation;
To whom the mother has given  
Lullaby his lap his full of blessing  
The whom the mother curses he  
Never gets swears the one who 
Save him from his mother curse  
Then he always enjoins his life.

If a mother tolerates every hardship in life it is just to facilitate her son his bright future is the desire of his mother when a son gets young now the mother just keeps on looking at him with his bright career she just pays a silences on every step of her son she don’t sleep until her beloved son has arrived and there is no any other sympathetic for her accept his son mother all life just seeks his sons love she is the real lover of her son on the planate of earth A pious and obedient son always tries to fulfill all her desires for which he gets ready to even leave home.

Pardees aa masak owlad ta rahi  
Lumma ta kik awra ke naik duwahi

Owlad hy gumara mula  
Dohast khawa pain af lumma na Dola

Tupeek aity ni kany mula  
Dasa e tina pa salivaa qula (mengal. 2010:82)

Translation;
Her son has lift abroad his mother
Will pray for him o God you
Just show him right path it because
You are one and only the bed lover
O my God please help me
To stand on my words

Love is the greatest power in this world and this is what makes her so kind this what brings humanity closer to each other they consider their success the closeness to God. That is the reason why they visit different shrines to pray and get more, closer to God

_Mazar ta zairat (visit of shrine)_

It is usually absorb that Brahui folk lore has religious aspect, like Kachi vortex grand remind them the days when they fulfilled their dead they often visited shrines on their way and they would give charity to everyone whenever they would have migrated from one place to another they would have visited all the shrines on that way.

_O lulu luli
E gori luli_

_Mureed aak khalkur gidan
Ano na masun mahman_

_O luli luli
E gori luli_

Translation.

Lullaby lullaby I scarify
Myself lullaby and the followers
Of the saint made as their guest
Lullaby Lullaby I scarify myself lullaby

When they would migrate from one place to another mostly they would state their journey in the morning the wishing sound of camels and their complete row would make a beautiful sound and it would create a beautiful scenario. They would their long journey and they visited every shrine on their way look at the city of _Dhaadar_ and visit the shrine of saint _Dopasi_. In such a way they would visit the city of _Dhaadar_ along with the shrine of saint Dopasi and then they would continue their journey further and Their comps would
have fired near the shrines they would stop and visit and would have share their love with the saint thus they would enjoy,

\[
O \text{ luli luli} \\
E \text{ guri luli}
\]

\[
Bi bi nani ay wali \\
Na madad ali
\]

\[
O \text{ luli luli} \\
E \text{ guri luli}
\]

\[
Dallu pakheer na anddy \\
Ust o jagar na banddy
\]

\[
O \text{ luli luli} \\
E \text{ guri luli}
\]

Translation:

Lullaby lullaby I scarify
Myself lullaby and the followers
This is the place of dallu pakheer
Who is just part of my liver?

Romaniat (Romantic aspect)

Our social norms have remind too much stick this is why it has been considered wrong to openly share your feeling for someone. Even then in Brahui lullaby his romantic aspect can been scene. In the world of lullabies we can find too much love which have their own specific value their simple love makes them thirsty to see each other to express their. They have taken the help of words they praise their beloved in the cover of worlds. Even sometimes they have named their beloved they have discussed their High eyes and so on they have searched words and at the end have prayed for them

\[
Luli kana gang aa luli lul \\
Luli kana sangaty luli lul \\
Kasar hy aluny ruta na \\
Matawy o pol jan pata na \\
Luli kana sangat a luli Ti \\
Mandar kana rab na juli ti \\
Kasha ni allah na aman Ti \\
Sangat kana ary aan Ti
\]
Lullaby to my beloved and
My friend he is going on
The way may Allah save
Her sole from the thorns
Lullaby o my friend who
Is in the protection of God
You going so may Allah Protect?
You, my beloved is much
Lullaby to my sweet, may
Allah fill zardain and may
Allah save you

The orchard of love looks beautiful at that time when the lover would waited for his beloved he may remain restless then every work becomes sweet. When the love enter from eyes and reaches the heart then it the lover feels the true feeling of beloved. It flows like the river of honey then his true feeling turn into sweet words.

Lullaby to my friend who is in protection
Of God my shows got broken and
She is looking so beautiful in nose ring

When a beloved goes away from her lover then his wait becomes much harsh. A day become a year he always puts his ear to listen anything about his beloved when he listen even a single word his happiness touches the sky to have a messenger is not new rather it is one who brings closer to two lovers when he listen something about his lover. When are waiting for your beloved you just go to the world of imaginations and it develops more
love when the memories develop a lot then beloved just loses everything then his eyes just to be his beloved

\begin{verbatim}
Da kasar hy alkunut monti Khair ay
Tapara saluki da amo deera sy
Kacho hy taskanay kutagh hy chiran
Ji kana sangat nan koron zaiheeran
Maly ny khahifain aason nan shankan
Khank kana toruko pol bary dangan \textit{(mengal.2000:52)}
\end{verbatim}

\textbf{Translation}

\begin{verbatim}
I have taken this way May
It lead me successfully I don’t
Know who is standing on my way
She just gave me a slice of
Water melon I just love her a lot
I served or herds as a shepherd
I am just on this way so that
She may come
\end{verbatim}

If the beloved comes before my eyes at one then I will be blessed to see her voice makes the garden beautiful in the same way of the melodious voice of the bird beauty garden as when spring appears then it spreads greenery everywhere it is colour and height provides a new shape to words. Even the lover sees his beloved after a very long time then he at once starts weeping owing to her love now he thinks to bring beautiful words to praise the beauty of his beloved. Words make him more beautiful and charming her every moment makes her lovely and the words get less to praise her beauty even the jewellerys lose their importance before her beauty. \textit{(mengal.1992:98)}

\textbf{Conclusion}

Brahui folk poetry skirt is full of the pure diamonds. Their every social steps can be found in their folk poetry if the mother uses lullaby to make her son sleep but at that time she has prayed for his bright future too. Whenever the son has sleep in her mother’s lap so the breeze of her love has pit in this process she has always thought him the lesson of longer future. Lullaby has not only been used to make the child sleep rather it has helped him to make him the leader of nation in the future.
If we study the lullaby deeply we will come to know that it has thought the lessons of bravery, courage and better life style. One mother faces a lot of difficulties to breed his son and to grow him up she faced a lot of difficulties and hardships, even then she keeps on praying for his long and prosperous life.

Somewhere the lover has song lullabies for his beloved and has given him all the beautiful names and has accepted all her rudeness he just a lives in the river of love and provides every love to his beloved he considers every valuable thing worthless before his beloved love is the thing which compels the man to express his view and opinions without any fear cultural norms have tied the people to with different aspects and there can be seen in brahui folk poetry love has always remind enteral nothing has complete it or has stop it and this can be seen in the lullabies of brahui folk poetry.

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Knowledge of weights and measurements in ancient times: 
A Balochi and Brahui perspective

Mohammad Yousuf
Dr. Abdul Razzaq Sabir

Abstract

Weights and measures are considered as a basic requirement of everyday life, human industry, trade and commerce, tax collection, to measure labor of shepherds, farmers, artisan and measuring distances, areas, depth, volume and time. The early men needed an accurate and standard system of measurement to cope with these problems nature provided him some rough averages such as measuring length, man used his body parts as elementary methods, like thumb (Anghusht), Foot (pad), pace (gaam), fore arm or cubit (harish, hath) similarly for weighing nature intervened to help him, grains, date stones (gaddag), a pinch (chikk), a handful (lapp), a double handful (chank) were the different tools to estimate with. For everyday transactions goat skins, baskets, woolen sacks were used as volume measurements. For time measurement the movement and position of sun, moon, stars, different seasons, rainfall and winds helped him a simple estimate of time.

Key Words: Brahui, Balochi, Measurements.

Miscellaneous Measures

Bandh/Kaas; wool shear from each sheep is made into a separate bundle is called bandh/Kaas (about 1 ½ to 2 seers) (CH,1986:120)

Chank/Buk: A double handful (JL,1986:153)

Chariki: .75 seers (JL,1986:153)

Chothra: (1 ¼ seers) Dry measure equal to one fourth of a Kaasa/Sark (Bray,1978:88)

Churo: The content which can be held with four fingers (JL,1986:153)

Gwaalag/Gwaala: Grain bag made of goats hair. (Bray,1978:122)
Kaasag/Sark: Wooden measure of grain (about 5 seers)
Kachh: A larger sack (woolen) such as is carried by a bullock. (JL,1986:153)
Malav: Large sack. (Bray,1978:199)
Pakk: As much as can be held in the palm. (Bray,1978:90)
Sarmardh: Measuring the depth of well’s dug. Man’s height or as high as a man. The wells were measured by Sarmardh.
Siser: 1 ½ chothra (about 1.75 seers). (Bray,1978:265)
Baar/baarrem: A camel, bullock or donkey load (Bray,1978:65)

Measures of Grain

In Balochistan, grain was measured in different methods the most common was Kaasa/Kaasag/Sark.

Kaasa/Kaasag/Sark (about 5 seers):
Grain was measured with wooden measure Kasa, Kaasag, Sark throughout Baloch areas. The different measures in ordinary use are shown below:

Jalawan

2 charikis = 1 chothra
4 caharikis = 1 man, yakman, or yagman.
100 man = 1 Gwala
2 man = 1 kasa
80 kasa = 1 kharwar. (JL,1986:152)

Sarawan:

2 chothra = 1 yakman
2 yakman = 1 kasa or sark.
50 kasas = 1 Gwala
80 kasas = 1 kharwar. (SR,1986:123)

**Noshki, Chagai**

6 lap (a handful) = 1 kuroi
2 kuroi = 1 manri
2 manri = 1 kasa (CH,1986:120)

**Kachhi, Bolan**

2 Pinrkis = 1 maanga
2 maanga = 1 topa
4 topas = 1 kasa
60 kasas = 1 kharwar (KC,1986:115)(BL,1986:56)

**Makran**

2 rub = 1 nim kiaas
2 nim kiaas = 1 kiaas
12 kiaas = 1 nim man
2 nim man = 1 man (12 seers) (MK,198:213)

**Lasbela**

2 paati = 1 chothro = 10 5/8 chittaks
2 chothro = 1 toyo
4 toyo = manrki (5 5/10 seers)
2 manrki = 1 manr
4 manr = 1 kaaso = 1 1/10 maunds
16 kaaso = 1 dungi (LS,1986:105)
**Kohlu**

\[
\begin{align*}
2 & \frac{2}{5} \text{ chuthai} = 1 \text{ nim pinki} \\
2 & \text{ pinki} = 1 \text{ maango} \\
2 & \text{ maango} = 1 \text{ topa} \\
2 & \text{ topa} = 1 \text{ pai} \\
2 & \text{ pai} = 1 \text{ kaasagh} \\
10 & \text{ kaasagh} = 1 \text{ thang} \\
2 & \text{ thang} = 1 \text{ khai or gawaane} \\
2 & \text{ thai or gawaane} = 1 \text{ kharwar} \quad \text{(SB,1986:128)}
\end{align*}
\]

**Sibi**

\[
\begin{align*}
2 & \text{ paropi} = 1 \text{ maanga} \\
2 & \text{ maanga} = 1 \text{ pinki} \\
4 & \text{ pinki} = 1 \text{ topa} \\
4 & \text{ topa} = 1 \text{ kaasa} \\
30 & \text{ kaasa} = 1 \text{ bori} \\
2 & \text{ bori} = 2 \text{ kharwar} \quad \text{(SB,1986:129)}
\end{align*}
\]

Shaikhaana = Contains 16 munds of grain (LS,1986:106)

(a lasbela maund contains 5 2/5 seers) (LS,1986:105)

**Linear Measurements**

Harish/hath/dast(cubit): Unit of linear measure used by many ancient and medieval people, it may have originated in Egypt about 3000 BC. (Encyclopedia Britannica). People of ancient times in Balochistan used to employ harish (cubit) generally used for measuring cloth. Harish is the measurement of fore arm.

In every village there was a man whose fore arm was considered as a standard Harish (cubit) and he was referred to in all cases of dispute (SB,1986:130)

Waal: The distance from the tip of nose to the end of outstretched thumb.

Chaar-yak: Four equal units of Harish, Dasth or Hathh (Mk,1986:214).

Gwaanz: It is an indefinite measure, being the distance between the tips of the middle fingers when both arms are extended to their full length (about 79 inches) (CH,1986:121) (Bray:1978:122) (MK:1986:215).

Gidisp/Githimz (span): The distance between the thumb and little finger when extended in their full length (Bray,1978:115).

Nahun/Hore (Finger): Linear measurement of approximately an inch.

Saadh: one saad literally a rope is equal to 24 Gwaanz (Gwaanz is about 79 inches).

Liquid measurements

Chothra and Kaasag/Sark: Ghe was measured with the Chothra which held about 1 ¼ seers and by Kaasa/Sark (about 5 to 5 ¼ seers). (SR,1986:125).

Superficial Measures

Tir: The largest unit in irrigated land is tir. Tir is represented a little more than 30 acres for spring harvest and more than 24 acres for the autumn harvest (BL,1986:57).

Varaanra: Cultivated plot containing as much land as is sown by 4 toyo or about 5 seers of jwaar or mung seeds. It is generally 100 squair paces (LS,1986:107).

Jora, Jut, Juft: Represent the land which can be ploughed for a particular crop by a pair of oxen in a day (LS,1986:107).


Gaam (Pace): Distance on the ground were generally measured by gaam (Pace).
Distances

**Mizil:** Camel travel of a day or 12 Hours. (JL,1986:154)

**Swaar-e-roch-e-raah:** Horseman’s day march 08 to 12 hours (MK,1986:215)

**Gwaank/Tawaar:** As far as man’s shout can be heard. Gwaank or Tawaar was applied for long distances (KH,1986:109) (JL,1986:154).

**Toofak na Tawaar:** As far as a report of a gun can be heard (JL,1986:154).

**Hulli na maidan:** Signifies a horse gallop and may be taken roughly to be about a mile (JL,1986:154).

**Koh:** The Koh is roughly equal to the distance of two English miles (LS,1986:107).

Fodder and Fuel

**Baar/Baarrem:** Fodder and fire wood used to be sold by the camel, donkey or bullock load. (Baar/Baarrem) (Bray,1978:65)

**Thrangar:** Busa is kept in thrangar (netful). (JL,1986:153)

**Badd/Bhari:** The load which a man carries on his back. (KH,1986:108)

**Kore (heap,satti):** In larger amount busa was sold or distributed by Kore (heap). (BL,1986:57)

**Chambav/Mutt:** Fodder was also distributed by chambav/mutt (a handful) (Bray,1978:213)

**Bhankur, Khumb, Bagal, Baghal:** A quantity that can be carried in both arms. (JL,1986:153) (LS,1986:106)

**Kuchh:** The quantity that can be carried an arm. (LS,1986:106)

**Chilli:** Double bundle across a beast's back. (Bray,1978:87)

**Ghunj:** A large sack for carrying grass of un-threshed grain. (Bray,1978:185)

**Graam:** A man's load of any grain except rice with the stalks in ear is called gram. (MK,1986:214)
Shaalpaak: A man's load of rice with stalks is called Shaalpaak.  
(MK,1986:214)

Dhung: A couple of jwaar ears.  (KCH,1986:116)

Aanda: One side of the load of a pack animal.  (Bray,1978 : 53)

Kurdha/Gaveer: Green barley, wheat and maize stalks were sold or distributed by plot.  

Mora: Bundle of dry lusern were sold by numbers. (QP,1986 : 165)


Takhta: Set of kurdhas. (plots).

Measurement of Time


Jatt: A short while. (Bray,1978 : 148)

Katra/Chutt: A time that a drop of water drops.

Sahat: About an hour.

Day and nights are divided in the following parts:

Bolan:

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roch tikk</td>
<td>Dawn</td>
</tr>
<tr>
<td>Chaasht</td>
<td>= About 9:am</td>
</tr>
<tr>
<td>Goel</td>
<td>= time of morning meal</td>
</tr>
<tr>
<td>Nemroch</td>
<td>= Midday</td>
</tr>
<tr>
<td>Saalar</td>
<td>= About 1:pm</td>
</tr>
<tr>
<td>Awal or Burz Pishim</td>
<td>= About 2:pm</td>
</tr>
<tr>
<td>Pishim</td>
<td>= About 3:pm</td>
</tr>
<tr>
<td>Jahl pishim</td>
<td>= 4:pm winter, 4:pm summer</td>
</tr>
<tr>
<td>Deegar</td>
<td>= 5:pm winter, 6:pm summer</td>
</tr>
<tr>
<td>Bega</td>
<td>= Evening</td>
</tr>
<tr>
<td>Rojak, Rokapth</td>
<td>= Sunset</td>
</tr>
<tr>
<td>Shaam</td>
<td>= An hour after sunset</td>
</tr>
<tr>
<td>Khuftan</td>
<td>= About 8:pm or 9:pm</td>
</tr>
</tbody>
</table>
Sari wahaw = Early part of night
Nim shaf = Midnight
Zahri wahaw = Later part of Night
Sahir = End of night  (BL, 1986: 59)

Makran:

Sohb = Morning
Nahari-e-Wahd = Breakfast time 9 to 10:am
Nimroch = Midday
Begah = Afternoon
Shaam = Evening
Sar shap = First period of Life
Nim shap = Midnight
Lunj = After Midnight
Mazanen guarbaam/ Baangwa = Early dawn

Sarawan and Jahlawaan:

Saaf = The period about dawn
Sobh = Morning
Dehtik (rotik) = Sunrise
Chasht, Chast = About two hours after sunrise
Swaara = Morning meal time
Nimroch = Noon
Pishim = Afternoon
Kaza Pishim = A little after 4:pm
Burz Deeger = About 5 o’ clock winter and 6 o’ clock in summer
Deegar = 5:pm to Sunset
De-kiahlleng (rokapt) = Sunset
Bithrapa = Evening darkness.
Shaam = Soon after sunset
Khuftan = 8 to 10 pm in winter and 9 to 10 pm in summer
Nem shaf = Midnight
Sahur or Balla Sobh or kukur na baang = The period some two hours before dawn

(SR,1986 : 146)
(Brahui,1978:253)

Kharan, Chagai, Noshki:

Sahar = A little before dawn
Ispeda rang/damag, Murg ae semi baang = Dawn
Numaz/sohb = Dawn
Rochtik = Sunrise
Yak neza = When the sun is on lance length high
Do neza = When the sun is on two lance lengths high
Sai neza = When the sun is three lance lengths high
Chasht = 8 to 10 am
Swaara = 10 to 11 am
Nemroch = Midday
Awal peshim = 1 to 2 pm
Peshim = 2 to 3 pm
Kaza peshim = 4 pm winter and 5 pm in summer
Deegar = 5 pm to sunset
Roch aershut = Sunset
Shaam = One hour after sunset
Khuftan = 8 to 10 pm
Nem shap = Midnight

The night is divided into three parts called baang (crows of the cock)

Awali baang = 12 o'clock midnight till 2 am
Domi baang = 2 am till 4 am
Semi Baang = 4 am till 6 am (KH,1986 : 110)

Solar year:
The solar year is divided into Nine chillas(forty and half day per chilla)
The solar year begins in November with the

2. Chilla-e-tarr.
5. Chilla-e-zard.
6. Ahanr.
7. Saanwanr.
8. Sohel.

**Lunar Year:** (Islamic calander begins by muharram (ya Hussaini))

1. Ya Hussaini .
2. Safari .
3. Awlee guaar/ eer .
5. Saimee Guar/ eer .
8. Paanzda Murdhahi .
10. Gwandain/Chunka aeid .
11. Niam Aeidaan .

**The days of the week:**

1. Yak shambe ( Sunday) .
2. Do shambe .
5. Panch shambe .
7. Shambe/ Awal hafta . *(SR,1986:126)*

**In Bolan and Quetta the days of the week are:**

1. Aachar (Sunday)
2. Sumar
3. Angaaro
4. Arba
5. Khamis
6. Jumma

**Perennial Irrigation consisted of springs, karezes and streams .**
Karez is an underground sloping tunnel that carries water to the surface ground. Karez is considered to be an ancient mean of irrigation.

In ancient days, Karez and Spring water was divided through the position of sun or sundial (day times) and through the positions, appearance of moon and stars or by water clocks (taas).

**The shares of water division were such as:**

- **Shawaana** = a day and night flow of water (24 hours)
- **Nim Shawaana** = Half a Shawaana (also known as bel, tah, keela, wakht or khaam Shawaana).
- **Paas**: = equal to three hours. The division was done during the day time by sundial and during the night by reference to the stars or by water clock. (SR, 1986:114) (MK, 1986:194).

**Water distribution in Makran.**

1 ½ taas = nim abba
2 nim abba = 1 abba or 1 nim tassu
2 nim tassu = 1 tassu
2 tassu = 1 nim hangaam
2 nim hangaam = 1 hangaam
7 hangaam = a day and night flow of water (MK, 1986:196)

**Sarawaan, Jhalawaan:**

2 nim paas = 1 paas (3 hours)
4 paas = 1 bel (12 hours)
2 bel = 1 Shawaana (in kalat the paas is equal to 6 Hours).

**Noshki:**

4 deegar = 1 paas
4 paas = 1 taa, 1 nim shawaana (also 1 khaam shawaana)
2 taa = 1 shawaana
Chagai:

2 nim Chaarik = 1 bel
2 bel = 1 shawaana

Bolan:

2 kamaan = 1 shabana
2 shabana = 1 bit
4 bit = 1 tir

When water is abundant, a tir represent the flow of 24 Hours. In the year of deficient supply however, the tir is reduced to 12 Hours. (BL, 1986:52).

( water clock): Taas-o-aab: It is the oldest time measuring method. Some resources claim that water clocks appear in China as early as 4000 BC (Wikipedia.org, 18-12-2015, 8: pm)

Taas-o-aap (water clock): Taas-o-aap system of measurement was used for the distribution of water during nights or cloudy days. The water clock consisted of a metal bowl, 3 inches in diameter and 2 inches in depth. A tiny hole made in the centre of the base and the bowl was allowed to float in a basin of water the time it took to sink was 1 Taas. (MK, 1986:95)

Water clock
Sundial: Measuring time by movement and position of the sun is the natural division of the day. As the sun changes its position across the sky shadows change in length and direction, so the local time can be measured by a simple sundial.

The first device (5000 – 3500 BC) for indicating the time of day was probably the “Gnoman”, it consisted of a vertical stick or pillar; the length of the shadow it cast gave an indication of the time of day (accurate sundials.com, 9-12-2015, at 5 pm)

The local dial which furnishes an accurate guide, consists of a straight stick twelve fingers high, which is divided into four equal parts and planted into level ground. The subsequent operations can be more conveniently explained by the following diagram.

AB represent the stick and CH the ground line. At sunrise the shadow AC is double the length of the stick and is divided into 8 equal parts. The first deegar (at noshki) is over when the shadow reaches D, or 1 ¾ of the length of the stick, and the second and third when the shadow reaches E and F respectively; each subsequent digar being represented by one division. At midday 8 digar or 4 pass are over and in the afternoon the reverse process is followed, each digar being marked by the lengthening shadow along the line AH. (CH,1986 : 112)
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SEED, SWORD AND STEED
A Baloch feels ever proud to extol his seed, sword and steed
(A case Study of Balochi Classical Poetry)

Language and Literature

Dr. Sajida Noreen¹, Ghulam Nabi Sajid²
Dr. Zeenat Sana³ & Nasreen Gul⁴

Abstract
This study revolves round the Baluch concern about his race and pride of being a respectable tribesman. His love for his sword and poetry about the sharpness of his sword is on high position. The third thing which Baloch love like his beloved is his steed. Baloch people live a nomadic life through the history. The Clash with other tribes are people his blessed him with unity and strengthen within hemselves. That is why when Prof Abdullah Jan Jamaldini was asked about those wows and promises which were made by notable persons of his age, and even all of them tested through very harmful examination but they all proved to be men of words.

He said,
“this was the age of war and bravery. All the respectable Baloch were warier, all of them were generous to his guests, almost all were poet and beloved Sumaries. Now it was not easy to prove himself superior then other one, so they made these wows and difficult promises to be more prominent figure is society”

Introduction
Baloch tribesmen are prone to make trifles of terrors. The tribes, therefore, have been accustomed from ages to the simultaneous delight and exhaustion of their energies in inter-tribal war fare. As it is the tribesmen dislike the chiefs and among the tribesmen who deserve greatness deserve their hate, the chiefs care not who is like to rise, who thrives, who declines, and who dies. Neither age nor experience taught the tribal chiefs anything. Bound with plenty are unbound to any principal. They have power to command and the

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A tribe of none to forego. They are armed with dignity and power, and therein wealthiest the tribesmen protest to be poor, and therefore powerless. The result has been that the highways of fortune leading to the benefits of pen were marred by the curses of both social and political life. No scientific or philosophic literature existed beyond few medicinal formulas. Their literature only translates the literature of sword and shield, arrow and armory and bravery. Peace, prosperity, soothing environment and well established society necessary for the advancement of literary pursuits had never been the idols of Baloch life. That is why we find the entire race indisposed to the sublimities of art, literature and administration.

The whole race as such to the present day is steeped in poverty to the very lips. Feudalism is yet playing its losing game in the age of the Atom and is bound to be doomed. Henry Martin states about feudalism that “It concealed in its bosom the weapons with which it would be itself one day smitten” (Dames)(1)

1. Quoted by George Burton Adams, Civilization During the Middle Ages

1. Seed (The Blood Pride and Purity)

No doubt that all nomadic races have great concern with their blood and race. They feel pride to be honorable tribesmen. When there was a clash between Chakar e Azam and ever popular poet Bevergh on killing of Shah katti, the Chief was angry with Beevargh, here Beevergh says, “Chakar k raaje wazahen, mann deh bazen marred neyaan” Meanings: if Chakar is the master/chief of the Rinds it is ok and agreed but I (Beevergh) do not consider myself as lower cast then him. Being a notable Baloch I am equal to Sardar Chakar. Muhammad Sardar Baloch also agree with the philosophy that Baloch are strongly concern with purity of blood. In his book History of Baloch race and Balochistan Sardar Muhammad Baloch says, “The Baloch people have preserved to great extent their blood pride and purity. To them the Baloch race is the noblest of all nations. The reasons which make the Baloch people of pure blood, and the best representative of the ancient Semitic family biologically, could be attributed to the reclusive character, political isolation, superiority complex and in the monotonous uniformity of Nomadic and tribal life” (Khan 1977)

Although the ethnic purity resulted the most unpleasing and isolated environment among different tribes of Baloch as well but no loss can change the thinking of Baloch people. It is commonly said that Rind can not Lashar. “Rindaan Khuza Laashar na kat”
Meanings: It cannot be imagined that Rind noble man can be equal to Laashar. The same is in practice even after seven hundred years of ever known war of Rind o Laashar. Marri tribes consider below than Marries, the other neighbor Baloch tribes like Bugties, Mazaries of Sindh and Punjab and Khetran on the north of their homeland. The famous Rind tribe Buzdar never gives equal status to Khusa and Qaisranies on north end of their areas. The pride of purity and superiority exist even today. Baloch conception of virtue is not inherent or inbuilt in a person, but it comes to one as hereditary possession which he derived from ancestors.

Famous poet of Koh E Suleman Shaheer Sead Khan, the author of “Ishtau Manaan Roohen Firrar” told the story regarding the virtue and pure blood. Baloch poet tolled the researcher that Rind Baloch of Suleman range has firm believe that Baloch chief of any tribe possess the spiritual power equal to seven saints.

He says,

“once in British era four Buzdar tribesmen were arrested in Hengloon BMP post. One of them was from very noble family of late saint Raheem Khan. The police staff of local area knew all about his family and do not made any manner of disgrace towards that young man. But one day the visit of Political Agent, probably Mr. Dames was expected so all the prisoners were put in jail room of police post. One of the fellowman said to incharge to not put that young man to dark room as he was from very respectable family of Raheekhan, but he refused to do say as his immediate officer was going to inspect the post. At that moment that old man said,

“Agha ae warna beesa hillalee a eta thee jail aeshee aa dashat na khat agha zaale she chure e aarrta ta Dakey desee”

Meaning: If this young man’s blood is pure your jail can not bound him and if has some mixture then we do not care of it.

The young man said to his fellow man in jail “you put me and mother in unwanted test, but I am sure my Allah will keep our honor. Then he cried very loudly and called his grandfather for help. In next moment the all locks and chains of jail were on ground with a voice of Chann. Many old people of that area are witness even today of this incident” (Saed Khan, 2016)( 3)

The purity of blood in Baloch tribes is obligatory to be the chief of tribe after death of one Sardar. The only elder son of Sardar is being considered as chief if his mother is also from the Baloch noble family.
In some Baloch tribe the son of Sardar can not claim to be chief if his mother is not from Baloch noble family. Baloch always consider the family back ground very important when choosing their leader even in this democratic era.

**Dr. Wahid Bakhsh Buzdar says,**

“it is not possible that a Baloch will vote to person which is below in tribal status then his own sub-tribe. That is why we have no good and more options to choose a leader in democratic way. People only agree on leader ship of the Sardar or Nawab family and in almost all areas they are not good political leader to lead the people toward the progress and prosperity. If we have a leader with good education, with good wealth and from very noble and from family of tribal elder he can lead the Baloch race toward a glorious ruling period. But this unfortunate that these three qualities are never being congregate in any leader” *(Buzdar, 2016)*

**Sword and Steed**

In light of classical poetry Baloch love the war weapon either it is sword and shield or the rifle or gun of modern age.

Shahir Sead khan when caught by heavy rain and furious storm when returning back after a every lasting happiness of date with beloved, He request to the rain and storm to not make wet his gun as the Gun is loved by me as my beloved. He says in his poetry book Ishtau Manaan Roohen Firrar,

“*Yaar e hamaan daraa ee boozen raan*  
*Nuzaaan choon deezegha garasta*  
*Saftii thee yaar kussi Dukhi*  
*Gefati haan hanaan saabastaan*  
*Nuzaan man dazbandi gushta*  
*Meene e nauwaan chenrrkooli nashkaan*  
*Dosten manaan theer gushen malkhai*  
*Sarree mani guarokhen wash khan*  
*Khaatkaan phaza wal werri chatta*  
*Maanaan kul laal paree cheerraan*  
*Malkhai she thekaani handa*  
*Neta barrthu heezentha hauraan.*” *(Sead Khan, 2014)*

Meaning: O my beloved when I was going back for date I was caught by very heavy rain of Sawan in hilly area and I felt very pain to face that storm without any shelter. I requested to the rain fall to not make wet my gun as it is loved by me as same I love you. But nature put me in difficult test and my rifle got full wet.
Baloch well-known poet Bewargh when the Tent of shah Arghoon, he first face the guard of shah and here he says about his sword,
“Deesghaan jago aan bah Turkeghaan
Man wasee meyaan jauharen Hindee
chonaan be Chandra chaghal daasah
guasta chau garandokhen smeen aeghaan
Meaning: The night watchers of the Turk, the king saw me unsheathed my trenchant Indian steel.
I struck it so fearlessly, that It passed with velocity like the thunder of raining clouds:” (Baloch, 1977)

Steed.
Washtant ehdée daur Balochaani
Sabaz tant thal au chang tant taazi
Laashari chief Mir Guahraam.
Meaning: what a glorious period was on Baloch race when there were ever green grazing up areas and the Steed of Baloch were speedy and healthy.

Mir Metha khan also addresses his steed to fly and over the distances.
Jee manee Irani behaan banzen
Juzagh aa meer zaaeqe qadam naazen
Jenth maan phaz naalaan kunaalee aan
Worthy of praise is my falcon-like swift colt of Persian breed,
Gallops with stately gait
While galloping, the Colt strikes speedily the tail on the thighs like a lash.
Bewargh also praises his steed when taking Granaz from palace of Kandhar,
He says,
Mal azz maarree banaa bauktah
Dost maan sayaah ae mandwa neyaastah
Meaning : I came down the palace and untied my steed (mal)
Mounted my beloved on the back of the Black steed.
When travelling towards the Baloch land Sibi and Gandawah his beloved Granaz asked about the military power of Rind o Laashar. Bewargh told her about the strength of Baloch and her also the Great Baloch poet mention the steed of fighters is this way, (Marri,1988)
Chall hazaar rind gaun baarghen buoraan
Cee Hazaar Meer Aalee bahaduraan.
Meaning: We have forty thousand Rind Cavalry with thin steeds
Thirty thousand are the brave Meeralies.
The turning point of Blaoch history from peace and prosperity to war and destruction is also connected to the race of steeds. Mir Rehan Rind and Rameen the son of Lashari chief, were friends. There lived a cobbler in town of Sibi. The fame of his wife’s beauty, health and charming fashion was known everywhere. Rehan Rind the son of Mir Chakar and Rameen the son of other Baloch chief fell in love with that lady. Now there was a matter to save their relations. They mutually agreed that there will be a race of steeds with both young chiefs and the winner will have the trophy of love with that young lady and looser will never come to gaze the beloved of other. The both Rehaan and Rameen were renowned for their speedy steeds. The length of course was covered by both horses in same time. The horses finished the race neck to neck. But the judges like judges awarded the victory to Rehan Rind. This injustice makes Rameen angry and he flew to Gajan. This clash resulted carrying out the camels of Gohar and cutting legs of she-camels. Onward this event caused the historical Nali war where steed threatened steeds in proud neighs. The entire plain of Nali was crimsoned by the blood of the Rinds. Chaker lost his brother Sohrab and noblest Miran.

Meeran aen hamaan darshe bar
Keh Qandharash giraan soda gar.
( Meeran was the fruit of that tree, which the fruit merchants of Kandhar would eagerly purchase.
The importance of steeds is always mentioned the poetry of Mir Guahram the chief of lashaar. He went addressing Mir Chakar after Nali war says that you have very glorious period when your rind fellowmen live in very peace.
“ Jamap saren juohaanish gharhaa aethat
Nuokaraan taruden bor zaa aetant
Manah ae saarten saahegish bastant
Mash guon par mash aa hawarenaan
Aapash maan zaren koodiyaan dataan
Daan duo shash maah aa markabi beetaan
Diljamen warnaaiish sawaar beetaan
Paadash maan peelle mundaraan dataan
Zen zabadani chandnaan seetan
Rind shakaarani shaadehaan kaatkaan.
Meanings: they would gather heaps of harvest, high like round hillock.
The servants would assist at birth untamed mares.
They would fasten the steeds under the cool and sheds, and fed the steeds with nose-bags full of sweet corn along with field- beans and pulses. Water was served within silvery bowls. Thus soon they developed to colts after a year would become full grown filly.
Gallant youths would mount the steeds, putting their feet within bronze stirrups. After chase and hunting wield goats the rind come back on silvery sandals. (Baloch, 1977)

Almost in all poetry of classical age we find the pride of Baloch pure blood, and pride for his sharp sword “Hindi or tegh Khurasani” and great concern with steed. Hamal Rind when coming from eastern boundary /border of Baloch land to see his beloved in Sibi, he tells us about his companion the Seyaah steed. He says,

Seyaah Tarafaana ma neghosaana
Har duoen koori aa shamoshaana
Malah o maahlanj maaraa man yeh dil aa dost ant
Malah dee may Dukhaani shareedar ant
Maahlanj pa majlisaan shafaani aan
Malah pa sheemoshaan  aqaawee aan
Meanings: My black steed running calculated steps, smooth and soft. I was listening the rhythm of his steps beat. We both, me and my steed forgetting the world and all worldliness. (Marri. 2011)

My Malah (steed) and my moon like beloved both are alike dear to me. My steed is liked for its eagle-like flights and as a faithful friend in all hardship of life. My moonlike beloved is liked for her beauty.

The sword and steed are war weapon or tools of that age. Baloch history represents record regular bloodshed not only between Rind o Laashar but afterward as well. During the fifteen century the Hamal Jiand and Chakar Rind of Kolwa were rival chiefs. Hamal jiand says in his poetry composed about the war events. About both, the sword and steed he says,

Hamal aa Turki tegh abar laanken
Chakar  aa Kermani mazan malen
Hamal aa guan ant seyaah mazan guaaten
Chaakar aa gaun ant guor kushen sughaat.
Meaning: sword:Hamal have the sharp and inflexible and Chakar boasted of his kirmani steel sword.

Steed: Hamal is master of the proud black steed and Chakar kept as a souvenir the horse which would hunt and kill hog deer with swift speed. (Baloch, 1977)
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Quoted by George Burton Adams, Civilization During the Middle Ages”
The Role of class size in Teaching and learning of English

Saleemuddin¹

Abstract

The target study of this research article is to focus and analyze the impact of class size on teaching and learning of English among multiple academic status of students. We intend to find that how much vital role is there of class size in a different atmosphere and educational cultures of the area while this research article will address the issue that the size of class effects only on teachers or students and the length of a class can change the output results or not. The influence of large or small classes on teaching and learning, especially English as a second language remained a controversial and complicated argument among researchers for a long time. As per historical background is concerned, before the era of 1950 the multiple theories about the influence of class size and the learning attainments of learners in different class sizes remained questionable for a long time. This is why, through analyzing the available and accessible written material on such topic and experimental observations taken from the researchers and concerned people and students with their experience about the deficiencies or drawbacks all were examined and testified which are reflected in this research paper. The focused targets of this research are the main two objectives: (1) to analyze the influence of super-sized classes for the teaching and learning of English. (2) To suggest sufficient methodologies for English teachers to tackle with their large sized classes to make the teaching tactics perceivable for English learners. It has also been devised that the large class size leads to disturbance and hurdles in managing and achieving out positive academic results, but as per financial aspects are concerned, the large class sizes are economical while small class size is easy to manage or tackle because of which it gives satisfactory educational results but it needs huge financial resources for setting up numbers of classes and teachers as well.

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Keywords: EFL, large classes, learning outcomes, Educational Institute, Sub-continent.

Introduction

Background of the Study

In the beginning of the 19th century when slave trade was going to end, in Nigeria British establishment diverted their interest from trade slave to agricultural production and for this they started searching the regions which were rich in agricultural fields and could be provided a huge supply to fulfill the requirements of British public in short, this colonial interest became the main source for British planners to strengthen their steps in 3rd world regions. During the period of 1842 and 1846 (Britannica encyclopedia, 2009 p47) when such financial interest was developed and for this arrangement logically to settle the British officers and elite classes in the targeted areas the cultural and social interaction became a core issue, for this the language was very much necessary to communicate the local community in order to make them convinced as per the interests of colonial plans to be implemented which was impossible without the proper and solid backup of local powers. so all the planers devised out the result that to implement their scheduled steps they need to make the local people acquainted with English language, this is why the first missionary stations were established in Badagry (near Lagos in the South West) and Calabar (in the South-East) respectively. At the same time the colonial arrangements were established in sub-continent as the British Colonial government felt the needs of Asians who were literate in English language, British authorities tried to create such kind of atmosphere where English language could become compulsory for this purpose different financial and political benefits were kept for the learners of English Language, because of the poor economic situation of then time in the society it was declared a source of rewarding for people so English language learning and Teaching became more important than any other language, in such condition the huge majority of young generation overwhelmingly tempted towards English learning, resulting which the class size issue emerged first time in sub-continent because of such historical facts the issue of overcrowded classes became a challenge for the educationist of that time and different questions, suggestions were raised to fix the issue. Multiple theories were presented from very old time up to now.

Fresh approaches about the issue:

Some people consider class size a very usual and minor issue which does not matter in learning or teaching process while for some educationists and researchers it depends upon the historical, cultural, and native behavior of
learner to get educational goal in small or large class as per their personal educational perception. But it is undeniably apparent fact that in teaching and learning of English language the class size plays very important role as different educationists and researchers admit the class size as a core issue, as per ’’ Adeyemi (2008) considered class size as an educational tool that is a solid part of teaching methodology because it comes in the developing or promoting the teaching techniques and that can be pronounced as an typical number of students per class in a school, while Hoffman (1980) calls it as the numbers of learners per teacher in a class which means students’ strength can be fixed according the capacity of teacher, Kedney (1989, p 38) defined it as an educational device which can be utilized to judge the performance of the educational system. numerous opinions were presented about the influence of number of students in any class which relates to directly performance some fingering over-bloated class size as the main factor liable for falling standard of education, most particularly in the elementary or secondary level of English, however some others consider this as the part of an issue not a whole and core issue in the failure of education standard.

Here the example of a private American university languages and arts California a new dean of business at this faculty permitted teachers of different super-sized classes to divided their classes in to different small groups as per the category of age, sharpness and active or de active quality and same language course was taught in each class by respective teachers have the 40 students per class which was more than 60 students per class and after the course of 3 months the results were tremendously. While on other hand same course was started in the same faculty with super-sized classes and after the same duration results were ordinary because of which professor Jhonlin Dean of faculty gave his findings that small classes are easy to be managed and give best educational perception (Academic journal of arts and languages, 2006 p 73). This ordinary research provides us a comparative study about the two categories of students in which different classes were taken in observation and result came out in the favor of small class sizes.

Class size issue in the academic institutes of Quetta city (Baluchistan Pakistan)

As per the topic of this research the province of Baluchistan was especially focused to check the validity of previous experiments and results in Baluchistan and for this purpose different inter and degree colleges of Quetta city (Boys and Girls) were selected for the comparative study about the influence of class size in order to conduct the survey research (conducted in 2012), 24 teachers and 250 students
of different colleges were interviewed about the influence of class size in this survey. 87.3 percent students supported the small class size because as per their experience small class is easy to perceive the teaching methodologies, accessible, adequate availability of time for cross questioning, proper facilitation of interaction between all stakeholders which means the small class size is most beneficial for learners.

Among teachers’ survey the results were bit different because 73 percent of teachers’ responses were in the favor of small size of class because as per their experience it is easy to manage, instructional material or tools can easily be implemented, and lesson objectives can be met properly, each student can be focused and monitored easily.

While 25 percent of teachers did not support the small class size because it is not economical and it becomes quite difficult to arrange multiple classes for each groups of same category.

**Literature Review.**

As mentioned above there is a vast literature available about the role of class size in student’s achievement. The bulk of this literature focuses on whether class size is instrumental in improving learning and academic achievement at the elementary school level. The most popular, authentic and comprehensively investigated experiment in class size is the Tennessee STAR program which is widely used for solid research references.

This program from 1986 to 1989 and casually assigned children entering kindergarten into classes of 15-17 students, 22-25 students, or 22-25 students with a teacher’s aide. The students of these class sizes were kept teaching in the grade third. These students kept studying in these class sizes through the third grade, and then they were brought back to normal sized classes for the fourth grade. By different observations it was analyzed that the outputs which were found in the smaller classes gave significant performance which was better than previous results of same students when they were in large class size which proves the efficacy of small class size. (see Word et al. (1990); Finn et al. (1990); Nye et al. (2000 and 2001)). Additional research (Nye and Hedges (2001); Finn (1998); Mosteller (1995). An additional field experiment was performed in North Carolina in 1991, partly in response to the dissatisfaction of the STAR program design. Students were assigned to classes of either 15 or 25 students in first through third grade. Achilles et al. (1995) finds that students in the smaller classes attained test scores that were .45 and .56 standard division higher than their rival group in the large size of classes. Economists seem to be divided in to two opinions as per the policy
of class size reduction is it a practical use of resources, and this debate is still ongoing that whether the small class benefits are best but what about its economical query which needs adequate financial arrangements to establish in any educational institute.

**Debate and Discussion**

As per the opinion of many senior researchers in the super-sized classes teachers and students both get very few chances to interact or share mutual experiences because of which the standardized teaching or learning process cannot be conducted. (Blatchford et al., 2002; Hattie, 2005; Pedder, 2006).

Zhang (2002) analyzed and discussed the impact of large classes on the college students in which he proves that college students and teachers get different negative effects just like exhaust of teachers, discipline and non-effectual teaching or learning for both stakeholders and all this happens due to non-manageable atmosphere that obviously becomes difficult for teachers to be controlled. Same result was also revealed by Yu (2004) who established a research on the students of college who are experiencing the learning in super-sized classes. The study portrayed that single student is ignored and nervousness prevails in the class. She also highlighted the fact that only partial practice activity was conducted for the targeted language because of the huge number of students stuck students from perceiving and getting skilled in their level of oral English. Such findings also emerged in a study conducted by Fauzia (2009) confirming that over populated classes bring problems to the teaching and learning procedure in general and to teachers and students in particular as due to the large class size.

Okoro (1985) has the opinion that “few students per class are uneconomical, here it means that full utilization of the available place cannot be carried out as its due benefits just like space and teaching materials” While The National Council of Teachers of English of United States {NCTE, 1990), nominated a small class-size as a class where the communication in between teacher and student can easily be organized and it may remain economical for all stakeholders by this they got full positive results.

**Conclusion**

Synthesizing the all previous discussion and views it can be said that all arguments go in the favor of small class size except one positive point that is called economical aspect especially in the financially weak or backward regions which are having limited resources just like province of Baluchistan where the result of a conducted research (2012, a case study of inter and degree colleges of Quetta city) tells us a bit different opinion about the class
size, in this survey a solid majority of teachers opposed the small class sizes due to unavailability of adequate resources because poor financial condition of Quetta it becomes very much difficult to arrange numerous classes for different small groups of students obviously it needs huge financial resources which cannot be arranged in small class size full space utilization cannot be carried out because of which it remains uneconomical.

So, in Quetta city or any other region which has the limited resources, arranging the small class size, cannot be afforded while the large class sizes become the cause of less learning for students and hurdles in teaching methodologies for teachers and also the problems which were already discussed in the portion of” CLASS SIZE ISSUE IN THE ACADEMIC INSTITUTES OF QUETTA CITY”

The issue of large classes is not especially the problem of teaching techniques as the weaknesses found in over populated classes raise more hassles and actions from English teachers in large classes comparing with their parallel group of teachers which was the smaller one. As per over all observations we can say that class size has a vital role in the teaching and learning procedures with the students’ achievement, therefore, it is most important to find out multiple techniques and apply effective methods to minimize the problems of large classes and upgrade the teaching and learning standard to its highest standard. Especially in the city of Quetta with limited resources we have to run our academic institutes with large classes to bring more students from remote areas, we do not have any other options except only one method can be helpful “to improve and modernize the teaching methodologies and techniques by adopting advanced source of teaching and learning to decrease the problems of large classes” and for this purpose proper and advanced trainings of teachers must be conducted so that the rural area of Baluchistan can be facilitated, in spite, of having the issue of large classes which is the academic and financial compulsion of our poor province of Baluchistan. Though the efficacy of any method can be changed as per the requirements or academic demands of the exclusive atmosphere of any institute and these requirements depend upon, seriously, on various features just like provided or accessible facilitation and except this the certain cultural, academic, and physiological background of the learners in any educational institutes especially in the perspective of multi lingual atmosphere of Balochistan.
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Maktabhe-e-Durkhani its Publication and Contribution in Social Awareness

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Abstract

There are many historical events, places, personalities and institutions which have played a remarkable role for the betterment of nations in the world. The land of Balochistan also has same stories, events and most importantly an institution which changed the life and ideology of the people. Maktabha-e-Durkhani is a famous institution and known for the huge services performed during the British occupation in Balochistan. In 1839 the British attacked and captured Balochistan for the fulfillment of her forward policy and after the treaty of Mastung 1876 they had a complete command and total influence in the affairs of Kalat. Then they focused on the religion. The Britishers plan was to promote Christianity in Brahui and Baloch speaking areas so ethically it was not suitable for British authorities to move such a movement which could directly affect the religion of the people. Baloch people were unable to raise their voices against such an act because they had no school of thought and no such a leadership which could gather them against the British conspiracy. When people were hopeless, the Maktabha-e-Durkhani took the responsibility and came forward for the safeguard of Islam and led the Baloch people towards a secured faith. Maktabha-e-Durkhani fulfilled its responsibilities by publishing a number of Books in Balochi and Brahui languages and paid its services for showing the right path to the people of Balochistan. The following research work is based on the literature work and other services of this institution.

Key words: Affairs, Brahui, Balochi, British, Christianity, Islam, Maktabha-e-Durkhani.

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Introduction

Trading brought English to India, but slowly they had a strong position to run the political affairs and Government of India. They used their presence for the promotion of British interests. Soon they were in a commanding position in the warm water of the Indian Ocean which was earlier dreamed by the Kingdom. (Gichki, 2015)

The British involvement started in Balochistan in the commencement of the 19th Century. The first British spy came to Balochistan with captain Christy and lieutenant Grant. Pottinger and Christy came to Kalat through Bela and Grant went to Makran. They were in Balochistan in 1810. (Pottinger, 1986).

In 1839 the British attacked Kalat for the fulfillment of their forward policy, killed the Khan of Kalat Mir Mehrab Khan and occupied the Baloch Territory, and after that in 1840 Naseer khan 2nd took the control of Kalat, by defeating Indus Army and after the death of Naseer Khan, Mir Khudaidad Khan became the Khan in 1857. This was the time when civil wars started in Balochistan. The British planned for Treaties and got many areas of Balochistan on lease from the Khan of Kalat. Because of the civil wars Khudaidad Khan lost his tribe power even he was unable to go out his castle for almost two decades. And in 1876 Sir Robert Sandeman made the Khan and his tribe chiefs agreed to patch up through a Treaty. (Naseer, 2010).

The Treaty of Mastung 1876 was signed between Khan of Kalat and his Tribe Sardars. They accepted British as third party in the affairs between Khan and Sardars. (Naseer, 2010). In 1876 Quetta was occupied, telegraph services were established, railway tracks and roads were constructed and the writ of the British Government was established for Trade. Under the new arrangements Sardars position was alleviated for the first time and it was the beginning of a new era in the history of Balochistan. (Gichki, 2015). And the most dangerous thing happened when the British planned to change the religion of the people of Balochistan their religious scholars came to Balochistan and started the preaching of Christianity. The Bible was translated in Brahui but that was the time when Brahui religious scholars came forward and faced these challenges with courage through the platform of Maktabha-e-Durkhani. (Brohi, 2013)

The reasons leading towards the establishment of Maktabh-e-Durkhani.

The activity to extend British influence in Balochistan started in the 19th Century. The reason for British occupation in Balochistan was in two folds that is the military strategies to stop the Russian aggression to exclude Afghan influence and for the trade and commerce. As mentioned by Mir
Ahmed Yar Khan that ‘British interest in this region was two folds. One being the Geographical fact that it was a good barrier against possible Russian aggression and the other fact was that Indus Valley was highly useful for commercial exploitation. (Khan. 2015) The Russian advancement was responsible for British advancement in Balochistan.

a. To establish a zone of influence between India, Afghanistan and Iran in order to strengthen and safeguard the frontiers of India.

b. To check French activity in Iran and keep them away from the western frontier of India.

c. To maintain Afghanistan as a buffer state between Russia and India.

After the treaty of Mastung the British forward policy ended towards Balochistan and direct involvement started by the British authorities, after this treaty the British not only started interfering in the affairs of Balochistan, but they tried to promote their Religions values they tried to change the Religion of the people of Balochistan. Maulana Fazul Khan Durkhani came forward against British conspiracies and planned to defeat British Missionary aims. (Rodini, 2016)

Establishment of Maktabha-e-Durkhani

Durkhan is a village near Dadhar town. Maulana Mohammed Fazul Khan Durkhani established a religious school in this village in 1863 when he returned from Shikarpur (Sindh) after completing his education. (Rodeni, 2016). This was the time when people of Balochistan were involved in such activities which were forbidden in Islam. Maulana went house to house and from one street to another for the preaching of Islam and taught them to quiet superstitious, offer their prayers they believe in one God. (Lehri, 2015)

After twenty years of hard work he succeeded to prepare good scholars for Maktabha-e-Durkhani. In 1883 Khan Khudaidad Khan handed over Quetta to the British Government and it was the time when British missionary started their Religious activities in all over Balochistan including Quetta. They wanted to use the Baloch and Brahui tribes for their interest after changing their religion. Against this British plan Maulana Fazul Durkhani started publishing of Islamic books from his religious school and then this school also became a publishing institution.
British interest

The British wanted to gain the trust of the people of Balochistan and inspire them by their acts and behavior, and show that Britain is a civilized nation. Their aim was to change the religion of the people and make them Christian in order to use them as a power full weapon against the British enemies in the region. Their headquarter was Quetta it was part of British Balochistan based on the area which were taken from Khan Kalat through various treaties and agreements. The high command of the British Government was operating this system throughout the Balochistan especially targeting the Baloch and Brahui tribes. There were number of buildings constructed in Quetta for Missionary purposes. For showing some sort of fascination to Baloch people they constructed schools, colleges, hospitals, churches, roads, markets, towns, Municipal Committee and other buildings in the capital of British Balochistan. After seeing and having such facilities the common people definitely got attracted to them. In such a situation, establishment of Maktabha-e-durkhani was remarkable achievements which Maulana Durkhani established along with his other religious scholars (Rodini. 2016)

The main purpose of the establishment of Maktabha-e-Durkhani:

When the British occupied Balochistan so they planned to rule the mind as well as and their other religious books were translated in Brahui and Balochi and were distributed among the people of Balochistan. The people of Durkhani started a movement in reaction, that is called ‘Durkhani Movement’ (Hassan, 1987)

The purpose of the establishment of Durkhani school of thought was for the safeguard of the faith of the people. This movement was not having any support from the Government, but nobody can deny the services provided by Maktabhe-e-Durkhani. People are focused on their religion because of the services of Maktabha-e-Durkhani. The British tried to change the religion of the Baloch and Brahui tribes, but could not succeed even a single Baloch and Brahui did not change their religion. (Lehri, 2015)

By British period Balochistan was divided into three parts

1. British Balochistan: the total area of British Balochistan was 9476 sq. miles. The Khan of Kalat handed over these areas to the British Government in the treaty of 1879.

2. Balochistan Agency: the total area of Balochistan agency was 44345 sq. miles. This was administrated by the British Authorities.
3. State of Balochistan: this was comprised of Kalat, Lasbela, Kharan and Makran. Agent to the Governor General used to live in Quetta.

(Brahui.2014)

Durkhani was the only institution for publication in the region for more than seven decades. More than one thousand books were published in this institution and played a vital role against the Christian conspiracies. (Brohi.2013). Huge number of books written on Religion, ethics and literature were published by Maktabha and were distributed among the people of Balochistan to aware them about religion and ethics. Dr Abdul Rehman Brahui also figured out that the books are more than one thousand (Brahui.2014). According to Kamil Al Qadri 312 books were published in Brahui and 215 in Balochi by Maktabhe-e-Durkhani. (Shahwani.2014) while Dr Abdul Razzaq Sabir only mentions 280 number of books, 200 in Brahui and only 80 Books in Balochi. The number of Books mentioned by Aseer Abdul Qadir Shahwani which were published by Maktabhe-e-Durkhani are 339 total, 210 Books were in Brahui, 91 Books in Balochi and other were in Sindhi, Persian and Urdu as Well. (Shahwani, 2014)

Maktabha-e-Durkhani was the first institute which provided education to the people of Balochistan in their mother tongue, and published books in their language as well. The third period of Brahui language is known as Durkhani period which is based on more than six decades. The time from 1883 to 1948 is the Durkhani era. In this period, new trends were developed in Brahui language many Brahui books were published. Many new writers were born and the verbal Brahui literature changed in written shape. The writers of Maktabha-e-Durknai also played a vital role in the field of politics of Balochistan. When Hijrat movement started in India by the Muslim Religious activities, so a great Brahui scholar Mohammed Umar Din Puri came forward and played a strong role in the movement. For this purpose, he migrated to Afghanistan along with his family members and friends and faced many hardships. One should not forget that Mohammed Umar Din Puri was not only a religious scholar but he was a famous Researcher, Philosopher, Publisher, Writer, and Journalist in Balochistan and writer of dozens of Books. He also published and edited ‘’Alhaq’’ the first Brahui magazine.

There are many writers who have presented their services for Maktabha-e-Durknai and for the people of Balochistan. In these writers following scholars have published books

- Allama Mohammed Umar Din Puri has written 64 books and all were written in Brahui language. His famous books are: Name-e-Haq, Mehmud Nama, Al islam Hifzul eman, Nasiat nama, Thufatual
ummah, Mufataul Quran, Aina Kaimat, Mushtaq Madina, Tafseer Matabha Durkhani etc. (lehri, 2015)

- Maulana Hazoor Bakhsah Jatoi is another great writer of Maktabha-e-Durknai. He has written 17 books in Brahui and Balochi language, his few famous books were: Asool-e-Salasah, Tuhfatul Muslimeen, KalmatulKufar, Sura Yaseen, Shash Kalama, Tabliq-e-Haq, Hikayat Sadkeen, Fiqa Akbar, Lababul akbar, and other various books (Lehri, 2015)

- 3. Maulana Haji Nabo Jan has written 9 books in Brahui, Nasheul Baloch, Nasiat Nama, Tuhfatul Garaib, Humda Tul Bayan and Tuhfatul Nasai, are the considered among the famous books (Lehri, 2015)

- Maulana Abdul Baqi Durkhani is another famous writer of 21 Brahui, Balochi and Persian Books. Few of his books are. Kanzaul Akbar, Silsila Qibla Chasmavi, Shumail Shareef, Safar Hijaz Durkhani, Fatwa Durkhani, Rehnama, Al Masasik, Aqaid-e-Islam etc. (Lehri, 2015) Maulana Abdul Majeed Chotai has written several books in Brahui language, his few publications are Mafrual Kaloob, Gulshan Raghbeen, Josh-e-Habib, Durul Majeedi.(Lehri, 2015). Many other scholars have written several books in regional languages which were much useful for the awareness of the regional habitants. It is impossible to explain complete books which were published in Maktabha-e-Durknai and mention all the writers who have provided their services for Brahui and Balochi language and literature. History will remember the services of Maktabha-e-Durknai for the safeguard of Brahui language and their Religion.

**Conclusion**

Maktabha-e-Durknai proved as a movement of survival in critical conditions of Balochistan and taught a new idea to the people of Balochistan after the British occupation in Balochistan that it is not possible to defeat a super power by fighting but can defeat them by denying their policies and not giving them success in their so-called plan. The pioneer of Maktabha-e-Durknai proved that you can defeat your enemy with the power of education and this was what they did against their enemy. The British wanted to rule their minds. Make them slaves, exploit them politically, socially, economically and religiously. Maktabha-e-Durknai brought new trends in the literature of Brahui and Balochi language. Brahui language is consisted of four periods and the third period from 1883 to 1948 is called Durkhan period. This period changed the verbal literature into written shape which
was a landmark in the history of Balochistan. Many new scholars and writers were born and they proved their talent from the platform of Maktabha-e-Durknai because it was Maktabha-e-Durknai who developed this trend of written in the history of Balochistan. Before Maktabha-e-Durknai there were no written work or books were available. Maktabha-e-Durknai started this new trend and still books are guiding and leading the Researchers, providing them huge knowledge about Balochistan, Brahuies their cultural, social norms, customs and traditions, ethics and religion as well. It is impossible to sum-up the services of Maktabha-e-Durknai in a single article. The services of Maktabha-e-Durknai are uncountable. It needs more research because lots of books are still not visible by the researcher. We can highlight and bring the other literary services of Maktabha-e-Durknai on the surface.
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The Unsafe Methods of Coal Mining in Balochistan
A case study of Mach coal fields at tehsil Mach district Kachi

Muhammad Asif¹ & Dr Naima Saeed²

Abstract
Coal is the biggest source of energy and economy in all over the world, the coal provides the cheapest way to produce energy, the situation in all over the Pakistan especially in mining field is very much changed, thousands of workers die at work places irrespective of fields the workers in Pakistan face many problems regarding the safe working conditions at working areas or workplaces, the primitive methods are being used in industries for production, the workers are compelled to work in such inhuman situation or conditions, The mining industry in Pakistan is one of the most ignored industry, however the situation in other provinces as compare to Balochistan is satisfactory because the mining industries in Balochistan are unfavorable for the workers due to unsafe and unhealthy working conditions, though the mining sector is playing a vital role in the economy of province, The injury trends in Balochistan coal fields are very much high, every year thousands of workers lose their lives in this sector, in injury rates in all over the globe Pakistan ranks 25th, when the mining sector of Pakistan is compared with developed or neighboring countries such as USA the injury rates in Pakistan much higher. Even in this case India and china have better ratio in injuries, workers lack all the basic facilities, regarding the safety tools in coal mining the literature review reveals that the situation in all six coal fields of Balochistan is similar, the death and injuries rates are high.

Key Words: Coal mining, Coal workers, Unsafe mining, Working environment, Safety tools,

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1. Introduction

Balochistan is situated on triangle, it shares borders with Iran Afghanistan and costal line with Middle East countries, it is the largest province of Pakistan it covers 43% land, the province is famous for its natural resources, the province is rich in natural resources because the land of Balochistan is mostly mountainous which are full of natural minerals, but unfortunately the mining industry in Balochistan is not given the value which it needs or requires because the mining has never been treated as industry it has been ignored by the provincial and federal government especially in small scale mining or where the mining is carried out by the private firms.

The province has six huge coal fields at Mach, Sore-range, Deghari, Chamallang, Marward and Duki and all the coal fields are situated near the Quetta district the capital of Balochistan.

In all the coal fields of Balochistan underground coal mining is carried out, there are two hundred and forty (240) coal mines where some sixty thousand (60000) workers are working (mines and minerals department 2008). Like other minerals the coal mines are also leased to the private owners or firms and the firms are regulated through the mine act of 1923, but due to weak check and balance the all stockholders do not understand the mining act 1923 neither owners nor concern departments. It means the act of 1923 is not implemented fully, though it does not full fill the current requirements in coal fields because according to 1923 act the coal mine workers must be provided all safety tools before, entering into coal mine it also defines the working hours that must not exceed eight hours and six days in a week but worker at coal fields mostly work 10 to 13 hours per day which causes many issues related to their health and occupation.

The coal fields owners are not able to control any accident or even they are not able to provide first aid in the case of minor injuries. In the case of major injuries, the concerned departments do not have rescue teams, the workers themselves work in the emergency or rescue their friends. The coal mining is carried out in all over the Balochistan with the help of primitive methods, the coal mines are still supported with wood or have wooden support, still the coal mine workers do not know the modern techniques of mining, in order to check the dangerous gases inside the coal mine the caged bird is sent inside the coal mine if the bird gets alive it means there is no any dangerous gases, if it shrinks at outside the coal, means there are some dangerous gases or if the bird loses its life it is considered that the coal is full of dangerous or methane gases. The other
method to check the dangerous gases inside the coal is to send a lamp inside the coal mine if it is lighting it means there are no gases but these all primitive methods cause large number of losses every year.

Mach coal field are located some 60 km far from Quetta the capital of Balochistan, the Tehsil is situated in the famous Bolan valley which is some 104km long way towards the hottest city of Balochistan Sibi, Mach Tehsil comprise of three union councils, while collecting data related to the universe of study it came into our knowledge that the whole Tehsil is deprived of all basic facilities, means the common population also lacks all basic facilities such as Educational institutes, hospitals even not having the road and telecommunication facilities. Facilities regarding health the whole tehsil has Four BHUs, that also lack basic health kits such as ambulance and first aid kits further, it was revealed in study that there is no any physician or surgeon in these BHUs. The doctor who was found in Mach town BHU he is simple MBBS and he agreed that they lack all basic requirements related to their field.

According to the report published by Balochistan point that the health situation in Balochistan is worse than other provinces according to them eleven million children die before reaching to age five. The infant mortality rate is shown 97/1000. The other reports tell that 27 doctors have been killed in different areas of province, sixteen have been kidnaped and 40 have been tortured, due to such a unsecure situation the doctors avoid to join the hospitals in rural areas.

There is no specific hospital for the coal mine workers as it is the biggest source of livelihood in tehsil but, the workers mostly consult private clinics in Quetta or Sibi, the workers even do not have residential areas where they can live with their families. At Mach coal fields, the workers mostly live nearby the coal fields, it means the living area and working area are at one place where they are living, it is a fact that all around the world where mining is carried out that is not suitable for living because of unsecure structure and threat of different health hazard which are produced by the coal mining.

2 The study area

No doubt Balochistan is bucket of natural minerals and all around it the long and high mountain ranges have millions of tons of minerals inside. Coal is also one of the biggest mineral found in province, recently province shares six coal fields where the Mach coal field is one of them. Mach town or city is situated some 60km from the provincial capital Quetta. Inside the tehsil the all coal fields are situated nearby the Mach
city which is very mountainous area. Mach city is also famous for its jail which was constructed in 1929 by the British government it also shares a huge valley of Bolan. The Mach city is one of the beautiful sites in Balochistan.

- **The target population**

The target population of this study is coal mine workers, there are 58 coal fields at Mach tehsil out of them 40 coal field are being mined, the total number of coal mine workers are not conformed because the coal mine workers are hired privately by the private contractors that is the reason why the coal mine department does have the data of workers, according to them in these coal mines some one thousand to twelve hundred coal mine workers are engaged.

**2.1 Sample unit and sample size**

The unit of this study is individual, meaning coal mine worker. The systematic random sampling was carried out to complete this study from twelve hundred coal mine workers, the target was 300 hundred coal mine workers.

- **2.1.2 The Mixed Research Methods**

The method which can give best result to the researcher or the method which can full fill the requirements of its research objectives or the approach which is being adopted by the scholar in the study (Gerson & Horowitz, 2002). The experts have recommended several methods to investigate or to study the safety methods or tools at coal mines but for the said study where mixed methods are being used that must be proper method but it is necessary to say and listen in their own words (Berkowitz, 1996, p. 54).

**2.1.3 Method of Data Collection**

Different type of methods were used to collect data such as questionnaire, interviews, focus group discussions, report building, key informants, and researcher observations.

**3.1 The Unsafe Methods of Coal Mining**

In today’s 21st century where world is changing its trends in all fields, it is absolute that today mostly work is being done by the large or small machines. Before industrialist era huge number of human resource was required, but mostly such a situation is seen in developed countries, the underdeveloped countries are still facing huge problems while using these
machines because, in developed countries the workers are losing their lives due to unsafe methods or unsafe usage of these machines but, the situation is very much changed in Pakistan irrespective of fields because the reports tell that the workers are losing their lives daily from different fields, especially the mega cities such as Karachi, Lahore and Faisalabad where the industries are situated and the situation in other fields such as mining is not satisfactory. If we talk about the mining sector in Balochistan which is the heart of natural minerals the workers here also lack all the basic facilities whether related to their health or safety. The workers mostly in the all coal fields of Balochistan are prone to many hazards, the accidents are common in these fields yearly huge number of workers lose their lives or get serious injuries which makes their life miserable. The objective of this study was to investigate the safety methods in coal mines of Tehsil Mach, the situation in Mach coal fields were depicting the same picture which is being depicted all over Balochistan because here also the workers are facing several issues related to their safety.

According to the report published by ILO that more than two million workers lose their lives annually due to accidents at work places. Ali, M. Z. (2005). Pakistan is full of natural resources including coal which are being mined by the thousands of workers in all four provinces but, the working conditions of coal mine workers very much poor in these fields every year several deaths are caused, the state departments have not been able to control these accidents. According to the report From Newsline, April 2006 that majority of the accidents happen in coal mines due to unsafe methods.

3.1.2 Safety Tools Used by Coal Mine Workers

The situation related to their safety of coal mine workers is not good enough, in order to view their condition regarding the safety and the methods which are carried out in mining, the workers in Mach coal fields are giving their complete life to this occupation. It is revealed in data collection that the none of the workers have uniforms while going into the black holes.

In this study the workers are asked about the safety tools which they use while in mining, the workers still have the same primitive methods, the coal mines still do not have proper ventilation system, the workers still use the iron axe for the digging but now the contractors have introduced drilling system in coal mines which is being used for drilling with the help of air pressure, accruing to the workers this method of mining is more
dangerous than the mining which was carried out with the help of axe because, while drilling it produces dust more than that, dust is inhaled by the workers because of not having good ventilation system second due to this method mostly stones fell down which causes injuries mostly at backbone,

3.1.3 The Pillar System

All the countries are trying to improve the safety tools in their industries and in mining sector but we still lack basic tools and still the coal mine workers in Balochistan are using the mining methods which were being used in British era before the partition. The literature review reveals that even the coal mining which is carried out in India and china which is improving its shape especially in the case of safety at workplace, the developed countries where the mining is being done especially United States where the coal mine workers are using hydraulic machines and hydraulic pillar to support the mine. The situation in Mach coal fields even not only in Mach coal fields but all six coal fields of Balochistan the same methods are used to support the coal mine with the help of wood, and the wood which is use for support is not able to control the weight of one metric ton but it is used to support the whole mountain. However, the wooden pillar are not safe for mining.

3.1.4 Do You Use Face Mask While Working at Coal Field?
The above chart shows that the basic safety tool which is must be used by all who are engaged in coal mining weather they work inside the coal or outside, the face mask is very much necessary but according the result shown in above chart, the question is asked to all the target group and none of the workers uses face mask to protect themselves from coal dust which causes different type of chronic diseases among the workers. It is also observed in data collection that the workers who are related with this occupation are prone to many diseases because of unsafe mining. Further it is described by the workers that they are not provided anything by the contractor regarding their safety weather form diseases nor from accidents inside the coal.

3.1.5 Do you use goggles while working at coal field?

The workers who are attached with coal mining or with this occupation are show a very much dark picture because they lack all basic facilities regarding their safety at workplace. However, it is difficult to survive in such situation where there are no safety tools related to their physical and mental health, the workers at Mach coal fields are not satisfied with their occupation due to facilities provided for their safety or for safe working environment,

The following table shows the ratio of workers who uses goggles as safety tool

<table>
<thead>
<tr>
<th>Respondents using goggles while mining</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
<td>.3%</td>
</tr>
<tr>
<td>No</td>
<td>299</td>
<td>99.7%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 1

The above table shows the percentage of workers who are using goggles for safety or as safety tools according to the table only .3% workers at Mach coal fields are using goggles the rest of the 99.7% do not use even goggles for their safety which causes different typed of injuries to their hands and further it causes several skin diseases to their hands, even workers at Mach coal fields are not aware of the usage of goggles as safety. During the study majority of the workers complain that they are not
provided such a kit where they can save their hands and the city nearby them is Mach town such a things are also not available there, where they can buy for themselves for the safety of their complete body or hands second the lack of awareness is compelling them to work in such unhuman situation. According to them no one needs to ask us about such a safety kits, contractors are concerned with coal production they do need to ask us regarding the production of coal and the inside situation of coal mine because from their they get money however that is precious for them not workers because mostly one worker is replaced by other so in such a situation the owners or contractors do need to provide us safety tools because without providing such a kits the coal production is carried out on daily basis on same level and there is no one or any department to inquire this type of questions from the owners or contractors because in such corrupt system these type of activities are normal

3.1.5.1 Any Accident While Working in Coal Mine?

The following table shows the percentage of accidents which happen while in coal mining

<table>
<thead>
<tr>
<th>Accidents while working in coal mines?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>64</td>
<td>21.3%</td>
</tr>
<tr>
<td>No</td>
<td>236</td>
<td>78.7%</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 2

The above table shows the percentage of accidents at Mach coal fields while working inside the coal according to the table 21.3% workers get accidents while working in coal mine the ratio is very much high in the perspective of Mach coal field because if the situation continues in same manner than in near future it would be showing dark picture due to unsafe method of coal mining the majority of workers would be losing their lives or due to accidents they would be losing their body parts and coal mining would be the most dangerous and hazards occupation in Balochistan.

4 Type of accidents while working in coal mine

<table>
<thead>
<tr>
<th>Types of Accidents</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mine Collapsed</td>
<td>9</td>
<td>3.0%</td>
</tr>
<tr>
<td>Stone Fell down</td>
<td>40</td>
<td>13.3%</td>
</tr>
</tbody>
</table>
### Table 3

<table>
<thead>
<tr>
<th>Event</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity shock</td>
<td>7</td>
<td>2.3%</td>
</tr>
<tr>
<td>Fell down from track</td>
<td>8</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>21.3%</strong></td>
</tr>
</tbody>
</table>

If we see the percentage and types of accidents which happen in coal mines the situation or the condition is overall due to unsafe methods which are being processed in coal mines or Mach coal fields, because the majority of accident can be controlled by the help of providing safety tools and introducing such safe methods where workers can work without dangerous or hazards. The above table shows that 13.3% accidents are caused due to stones which fell down inside the coal mine due to which they workers mostly face backbone issues and it also causes serious injuries to their head because of not having safety tools for their body however the safe methods does not just require covering their body it also needs safe methods of mining such as good and durable pillar system which can help to control the stones felling down due to which the workers get injuries.

Since the British era the luggage or track system for loading and unloading the coal from the coal mines is mostly dangerous. Many time the broken rope has caused many serious injuries to those workers who work inside the coal mine the above chart shows 2.27% workers have face accidents due to tracks which are used for taking out the coal.

The other reasons which cause accidents at coal mines such as electric shocks because the without electricity it is impossible to mine, the coal mine needs to take out its water by different type of water sucking motors, for drilling and lightening the electricity is required inside the coal but it needs good electronic system to complete these all above tasks, recently the electronic systems which are provided to the coal mines do not full fill the above all tasks.
References


Factors Affecting the Primary School Boys’ Enrolment in District Nushki, Balochistan

Abdul Rahman¹ & Dost Muhammad Tareen²

Abstract

Education sector in Pakistan has been facing a number of serious problems. Decreased enrollment in schools on average has been an obstacle in obtaining education focused development goals. Several factors and actors are responsible for lower enrollment in the context of Balochistan province. This study focuses on identifying multiple core factors that affect the enrollment of boys in the primary schools in district Nushki. Additionally, it aims to identify the economic, physical and technical needs of primary schools that will eventually help increase boys’ enrollment. The study was quantitative in nature. A structured questionnaire was developed to master primary data from 20 primary schools located in various localities of the districts. The probability sampling procedure was applied to collect data from 20 school teachers, 20 school heads, and 20 parents. The study finds out that lack of basic facilities in schools; multi-grade teaching; lack of participation and interest of parents; inadequate supervision of education department officials, untrained teaching staff; and poor economic conditions of families are major causes of decreased enrollment of the boys’ in primary schools in the district.

Key Words: Nushki, Factor, Affect, Primary School, Enrollment.

Introduction

The contribution of Education towards Economic development has been well recognized and Pakistan inherited impoverished system of education. Since the independence of Pakistan, no significant changes have occurred all over the education system especially in the primary education. It was the main aim
of Millennium Development Goals (MDGs) in Pakistan that the enrollment ratio will be increased up to 100 percent till the end of 2015 but the enrollment ratio of boys in the primary schools in the rural areas is very low. In many rural areas of Pakistan there are primary schools having no complete resources, and enough number of teachers for the teaching purpose. In Balochistan province, District Nushki is one of the most populated and natural resource rich district and has a large number of primary schools. In most of the schools the boys’ enrollment ratio is very low, especially in rural areas. The boy enrollment at the primary level is 35% to 45% (field data, 2016). The purpose of this study is to examine negative implications of low enrollment of the boys at primary school level in the district.

The contribution of education to economic growth has been found to be positive and significant. Not only in internal terms, but also in physical term primary education is a stage of education in which children receive education for the basic literacy and numeracy. However, despite the implementation of all policy measures and reforms for universalizing access and promoting equality and quality at the primary school level, the target of education for all could not be achieved in Balochistan and particularly in district Nushki. Major reasons behind this unwilling situation are the lack of resources, lack of sense of responsibility, teachers’ absenteeism; insufficient community participation, access to schools and poor standards and quality of education in our schools. There is thus a need to study the low enrollment to identify the causes that affect them in district Nushki.

**Statement of the problem**

The current research study is investigating the factors influencing the boys’ primary level enrolment in district Nushki and those factors affecting the primary school boys’ enrollment in District Nushki were examined through different socio-economic factors. This study focuses different government primary boys’ schools of Balochistan while targeting its focus on district Nushki. The study is designed to determine the factors which affect the primary school boys’ enrollment and how these causes could be removed easily to increase the enrollment ratio rapidly in primary level schools.

**Limitations of the study**

The study was limited to the boys’ primary schools’ teachers, parents and principal/ headmasters from district Nushki, Balochistan. The respondents of the study were limited to 20 principal/headmaster, 20 parents and 20 primary school teachers who were selected through probability sampling in various
union councils of the district. The other limitation of the study was the limited negative implications of factors affecting the primary school boys’ enrollment. The findings of the study are limited to targeted district Nushki, thus a generalization to Balochistan and national level should be avoided.

**Significance of study**

The study reveals many features. This gives a clear perception of the issues faced by environment affecting the primary school boys’ enrollment. These consequences prove to produce somehow beneficial information which may be helpful to the organization, to make policy that will provide information about primary school where the enrollment ratio is very low. The study is significant for the students as well as parents. The study also gives information to the Education department to provide resources to the primary school of district Nushki to increase the enrollment ratio of boys’ primary schools particularly.

**Literature Review**

District Nushki is one of the District of Balochistan, which is located in the North of Balochistan on the South having is borders with Afghanistan & district Chaghi is located at the west of Nushki. It is above 2,900 feet from the sea level. The District contains Hilly, Plain, and Desert areas. The District consists of 76% rural & 24% urban areas, total area is 5,797 square kilometres. The District has one Tehsil and 10 Union Councils. The specific location of the district in the map of Pakistan is south, west (237 degree bearing). There are 154 primary schools among which 103 are for boys and 51 are for girls. The number of middle schools is 33 where 16 are for boys and 17 are for girls. However, the total number of secondary schools in only 25 among which 16 are for male 09 for female. There is only one Boys Degree Collage, and a Girls Intermediate Collage. The primary school going child enrollment ratio is 34%, that indicates 66% children are out of school. The gross enrollment rate of primary and middle school were 89% and 51%, respectively (Hazara, 2011).

Primary education is the back bone of any country economically and socially. In Pakistan the article 25-A stresses on all states that the primary education especially the primary school enrollment is compulsory for every Pakistani citizen (girls and boys) for both that they shall be enrolled in the primary school. It is also part of our constitution that every child (Male & female) should be enrolled. The enrollment ratio at the primary stage was 0.47, the female (girls) ratio 60%, while the boys ratio shows 84% in the country level.
The enrollment ratio in the district Nushki for boys is 42% and the girls ratio is 33%. Due to different factors that affect the primary school boys’ enrollment, especially there are more than 48% primary school are like multi-grade teaching which affected them badly. More than 85 percent population of the district live in the rural areas. In these rural areas, primary boys’ schools have no facility mean they lack basic facilities and inadequate resources are allocated to these schools by the government. Materialistic resource and these conditions worsen the primary school boys’ enrollment in current station. (Mayman, 2014) (Naz, 2014).

As per record of Balochistan Education Management Information System (BEMIS) 2014-15, at the primary level total enrollment in Balochistan is 494,488, and in District Nushki total number of primary boys schools are 112 and the total no of teachers from class 1 to class 10th. According to the Censes Report, the enrollment ratio in 2010 was higher than the 2015 ratio due to the different factors which affect the enrollment ratio at the primary level in Balochistan. (Ansari, 2014-2015)

Due to bad management for education development the education for all Global Monitoring that pointed 72 million children are out of schools which itself is big challenge. In Korindo District the boys could not attend the school the main factors are the grazing of their animals, domestic work, and negative attitude towards education. (Namukwaya:2014)

In the national education policy of Pakistan that primary school (05-09) aged group or level the enrollment should be 90%, but that ratio remains very low at 59% male and the girls remain 35%. (NEP,1998-2010) (Shahid:2004-2005)

In the policy of (1972-80) the Government of Pakistan stresses that for every Pakistani there should be free Education without any fee and payment they get primary education to increase the ratio of the enrollment for this purpose they announced free Education. (NEP,1972-80) (Shahid: 2004).

According to the education for all plan Balochistan, the main factors that affecting the enrollment of primary level in Balochistan that there is no guideline, no awareness and mostly un enrolled children’s parents are illiterate who do not enroll their children in schools, lack of resources mean lack of facility as 80% of these primary schools have no drinking water, electricity, additionally, 79% primary boys school are without boundary wall in Balochistan and also ghost school are in large figures. Pakistan Social and Living standard Measurement (PSLM) survey 2008-2009, the (GER) mean
the Grass Enrollment Rate for the primary level 05-09 aged) during the academic year 2008-2009 remain stagnant at 91% at national grade It was their estimate. But the net enrollment rate (NER) only increased from 56% in 2006-2007 to 57% in the year of 2008-2009. It, however, remained substantially lower because of the enrollment of over age children in primary school affected due to different social and low educational environment which affected the primary school boys’ enrollment. (Education for All plans Balochistan, 2011-2015). (Developed by: Education Department, Government of Balochistan: 2011-2015)

According to the UNISCO report that in sub-Saharan African, 12 million girls and 7 million boys not enrolled at the primary level. In Pakistan the low enrollment cause is poor household, parental wealth. (UNISCO Report: 2010)

As Sangat reports recently that in Balochistan there is 70% schools have no facilities mean no resources like building, boundary wall, water etc. surplus schools of Balochistan even have no tafs for the students sitting. 50% schools have a single teacher to teach students or complete school controlled by P.T.I teacher individually. In Balochistan there are 900 ghost schools, eight hundred ghost teachers and three 3, 00000 bogs students enrolled. In Balochistan 12,000 villages have no school for their children. Due to these factors, a large number of boys and girls cannot get the education, this factors also affected our country development, peace & we cannot get the objectives of education. In 2015 the united nation bound the all countries to provide free education to everyone. According to law the primary education is compulsory for all& article A25 emphasis child enrollment too, that enrollment ratio should be 100% but till to now enrollment ratio is low. (Shahwani, 2016)

Research Methodology

Quantitative approach was research method. The justification for selecting the quantitative approach of research is owing to the lack of time. The most important motive was that to use questionnaire which is the tool of quantitative research. The questionnaire was used as a research tool. The research population was the primary school teachers, parents and the Educationists /headmasters /principals of District Nushki, Balochistan. Total samples were 60 and 20 samples were taken from each category. The data had been analyzed through percentage, tabulation, and different graphs.
Findings

The findings of this research study show that lack of basic resources, absenteeism of teachers, poor participation from parents and community members, ineffective supervisory mechanism and distressed socio-economic conditions of the general masses in district Nushki are some of the main factors that has negative effects on the enrollment process of students (boys) in the primary level of schools. In order to achieve the target of high percent/ratio, enrollment in primary school require different positive changes. The main actors according to the study are Government, Teachers and Community (Parents) that could help achieve the objectives of development goals related to education particularly ensuring 100 percent enrollment.

The low enrollment ratio in the primary boys' school affects the country economically and also disturbs the society. The findings of the study show following aspects;

- Due to low enrollment at the primary boys’ school affect our state economically.
- The primary school boys’ enrollment needs resources in the schools.
- The enrollment of primary school boys can be increased if the teacher absenteeism is controlled thought proper check and balance mechanism.
- The primary school should be under the inspection by a different team.

Suggestions and Recommendation

- The Government should provide materialistic resources to the primary boys’ school of district Nushki.
- Government should take serious action against the absent teachers.
- The Government should facilitate the teachers (like accommodation, drinking water, security and there also be a reward & a punishment system for them.
- The political parties should not interfere with the education system of district Nushki particularly primary enrollment.
• In a rural area in which primary boys school enrollment ratio is low the GOs, NOGs, CBOs, Political parties & stakeholders must contribute to increase the primary level enrolment in district Nushki.

• Involvement of parents and general community must be ensured through pragmatic efforts.

• Awareness campaigns through electronic, print and social media should be launched keeping in view the local circumstance into consideration.

• All key and potential stakeholders need to identify their due role and act upon accordingly.

Conclusion

Many factors cause decreased enrollment of boys in primary schools. From the data analysis, it has been reasoned out that insufficient resources and absenteeism of the teachers in the primary schools' effect negatively on the country's economy and on the country development. Due to insufficient resources and the absenteeism of the teachers, the enrollment of the primary school boys has been very low. The enrolment ratio in the rural areas specially summing all up that absent teachers, no check, and balance by inspection team and to provide them all the necessary resources to the primary boys' school to increase the enrollment and to give guidelines to the parents of that area. All potential stakeholders particularly the parents, and general community should play their due role to increase the enrollment ratio in primary schools.
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Socio-economic Conditions of Women Home-based Balochi Embroidery Workers in Balochistan, Pakistan

Mehwish Qudoos Alizai¹, Nadia Agha (PhD)²
Aurangzaib Alizai³ & Sajida Noureen (PhD)⁴

Abstract

Home-based cottage industry is one of the best income generating activities throughout the developing world in general and Pakistan in particular. An estimated 300 million people in the developing countries are engaged in home-based work; half of them are women, and 80% of these women belong to the poorest socio-economic strata of society. Women home-based workers significantly contribute to their household incomes by engaging in activities, such as handicraft production and livestock rearing etc. Conventionally, Balochi hand-made embroidery production is an important home-based economic activity especially for rural women in Sindh and Balochistan provinces. These embroidered pieces have high demand; both in rural and urban parts of the country. However, Balochi embroidery production business is mostly carried-out through informal means at household or community level. Such women embroidery workers are typically not affiliated with any institutions or organization. Hence, they become susceptible to exploitation by different actors within the value chain. The general objective of the study was to analyze the gender perspective of home-based Balochi embroidery value chain in Quetta and Mastung districts of Balochistan, Pakistan. Data were gathered through semi-structured questionnaire at the household level, focus group discussions and key informant interviews. The

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study findings deliberated that home-based women embroidery workers usually belonged to the poor socio-economic backgrounds and despite of consuming the major part of their day and energies made an inadequate amount. And the wholesaler earned almost the same amount as of producers by only selling the pieces in the market. Sometimes, the middle man, retailer and producer (women) earned more or less the same amount. The reasons for such exploitation involve the ineffective role of the concerned organizations, lack of governmental and institutional support mechanisms, disjoint marketing chain, poor awareness of women workers regarding market trends and their rights. This study is also significant because it suggests important insights for organizations working with women home-based Balochi embroidery workers involved in hand-made embroidery production in a varied rural setting of Balochistan and elsewhere associated with the similar problems, challenges and prospects. Lastly, since the subject is an ignored one, the study provides an entry point for future studies.

**Key words:** Gender, Value-chain, Home-based workers, Balochi embroidery, Balochistan

### 1. Introduction

Home-based cottage industry is one of the best income generating sources in most of the developing countries especially for women in South Asian countries like Pakistan, India and Bangladesh (ETI, 2010; Hennon and Loker in Hennon, Loker and Walker, 2000; Mehrotra and Biggeri, 2007). An estimated 300 million individuals were engaged in the home-based work in the developing world alone and over half of them were women. Similarly, 80% of them belonged to the poorest families (Baidari, 2011; Gupta, 2001 cited in ETI, 2010). Women home-based workers have significantly contributed to their household incomes by engaging in certain types of home-based activities such as handicraft production, embroidery or weaving work, electrical assembling, garments, footwear and non-traditional handwork on products like football or bag stitching (ETI, 2010).

The number of home-based workers in various regions of the world is increasing (Hennon and Loker in Hennon, Loker and Walker, 2000). The frequently mentioned reasons of women’s involvement in home-based work mainly include seeking greater flexibility in employment. This allows women workers to carry out the household activities and fulfilling the family responsibilities beside some income generating work within the household premises (ETI, 2010). Insufficient employment opportunities for women and
lack of women’s education leave majority of women with the only option left i.e. home-based work (Own, Carsky, & Dolan, 1992 cited in Hennon, Loker and Walker, 2000). Home-based livelihood is thus seen as an imperative source of employment in Pakistan both in rural and urban areas and a significant proportion of women are directly involved in home-based cottage industry (Mehrotra and Biggeri, 2007).

1.1 Problem Statement

Women home-based workers throughout the world are playing a vital role, not only as economical suppliers but also as care providers to their families while contributing in the informal economy. Nevertheless, they appear to be the most vulnerable segment of the society with very limited economic choices, less access to social services and owning fewer rights to property and assets. Home-based women workers in Pakistan are significantly an important category amongst others. A large number of women are involved in home-based work for generating income and reducing household poverty. Nevertheless, their participation in home-based work is substantial to country’s economy; they still remain the most unprivileged. The earnings that they make through the home-based cottage industry in most of the cases is several times lesser then even one dollar after working for 8 to 10 hours a day. Not only this, their work often goes unrecognized and unacknowledged and this cannot provide them eligibility and accessibility to labor rights and any other safeguards by the national legislations either. Economic pressure, poor working conditions, extensive working hours, inadequate food and nutrition, poor health and educational facilities, and, with no recreational activities; women home-based workers linger far behind than men in terms of human development.

1.2 Significance of Balochi Embroidery

Balochi hand-made embroidery called “Doch” in Balochi language holds some unique position among the traditional crafts of Balochistan. The beauty, richness and elegance that Balochi embroidery carries, assigns it a significantly imperative cultural meaning in the history of Baloch people. This remains an essential symbol of traditional heritage and one of the major parts of art and craft in Balochistan. This handy-craft is not only famous in Balochistan and Pakistan but also in many other countries, such as UAE, Oman and Iran. Balochi hand-made embroidery work is traditionally a women home-based activity produced typically by Baloch women workers in Balochistan and some parts of Sindh province in Pakistan. There are some 54 kinds of hand stitches done in different Parts of Balochistan.
1.3 Home-based Balochi Embroidery Work

In general, Balochi embroidery production skills are known to most of Baloch women; their skills, expertise and the purposes may vary though. Many are commercial workers, while some only produce embroidery pieces for domestic consumption (dressing or other house decorating stuff. This is typically restrained to women folk only and transmitted inevitably to the next generation of girls and women. Until now this industry is not supported by any organization and as such no institutional arrangements are made in this respect. Therefore, this process is carried out mainly through private and informal modes, i.e. production and marketing etc. However, the combination of tradition and innovation has made it highly demanded handy-craft in the market. Since, women in Balochistan are culturally expected to stay at home and accomplish the domestic responsibilities. Cultural restrictions, limited or no education further restricts women’s physical mobility and participation in public life. Eventually, with very less involvement in the formal employment, women generally turn to informal employment i.e. home-based work. Embroidery production is one of the important categories within the informal employment for women in general and Baloch women in particular.

1.4 Purpose of the Study

The purpose of the study was to analyze the socioeconomic conditions of Balochi home-based women embroidery workers in Balochistan province of Pakistan.

1.5 Conceptual Framework

The informal sector is unregistered, unorganized and unrecognized in most parts of the developing world. It provides employment to an overwhelming number of individuals especially in South Asia. Thus, informal sector is an imperative contributor to the formal economy (Hennon et al, 2000; ETI, 2010). Both the government statistics and micro-level studies inform that for the majority of home-based workers (HBWs), working conditions and the terms of labour are exploitive. Only a small number can make a reasonable living, whereas the majority of them is working for quite long hours but making very low returns. This has never been an area of concern for the legislative bodies to stress over the safe working conditions of HBWs and to ensure provision of minimum wages, maternity benefits and social security. Generally, there is no legal protection against labour exploitation. Often, HBWs are isolated from the main markets, hence dependent over middle men for getting some work. Nadvi (2004) observes that the employment and
earning opportunities for workers particularly for young women have been improved over the years; nonetheless, huge disparities along the chains are still present. Lund and Nicholson (2003) argue that the value chain analysis is important as “it mainstreams informal workers and informal enterprises into the economic domain”. The link to the domestic and international economy becomes obvious which subsequently helps get better understanding of policy implications of workers’ accessibility to “ladders of protection”.

It is also imperative to mention that no systematic and rigorous studies have been carried out in the in Balochistan, therefore, resulting into creation of knowledge gap which if filled may let researchers know that: how home-based hand-made embroidery workers are acting in the value chain, how the market chain deals with such workers and what is the gender composition of these chains? Moreover, where does home-based women workers stand and what is their position in the value chain as the general perception says that home-based workers particularly women are illiterate, voiceless, marginalized and having no direct influence in marketing their production, getting very low returns mostly due to poor awareness, and the intermediaries’ involvement in Balochistan.

Women in Balochistan are involved in various home-based income generating activities, especially in handicraft production. Balochi hand-made embroidery production is primarily an important home-based income generating activity for women especially in rural Balochistan. It is mostly
used for different purposes such as bearing household expenses. In this regard, some of the demanding varieties are women’s dresses, shawls, Balochi caps, bed sheets, and table or cushion covers etc. In Balochistan, such transactions are normally carried out through a channel, starting from the producer, client then the middle man shop-keeper’s which has high costs of transactions. At the same time, this is also believed that home-based Balochi embroidery products have their demand and supply at the local, national and perhaps international markets (mostly in the Gulf countries).

2. Methodological Approaches

Both primary and secondary data collection methods were used to obtain the required information. Primary information was collected from key-informant interviews, semi-structured interviews, focus group discussions (FDGs) and field observation.

The study was carried out in two districts i.e., Quetta and Mastung of Balochistan where the Balochi embroidery is produced. The snowball sampling technique was employed to identify the respondents. Initially, the researcher contacted home-based Balochi embroidery women workers through an NGO named as Water, Environment & Sanitation Society (WESS). They were then interviewed and asked to suggest other women embroidery workers who might participate in the study. In total, 50 (29 in Quetta and 21 in Mastung) home-based Balochi embroidery women workers were interviewed.

Table 2.1: Location wise distribution of the respondents

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Quetta District</th>
<th>Numerical Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nawa Killi</td>
<td>8</td>
</tr>
<tr>
<td>2.</td>
<td>Killi Shahnawaz</td>
<td>11</td>
</tr>
<tr>
<td>3.</td>
<td>Killi Habib, Kechi Baig</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>Killi Bangulzai</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Sub-total</td>
<td>29</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mastung District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ishkina</td>
</tr>
<tr>
<td>2. Karez Sor</td>
</tr>
<tr>
<td>3. Padha</td>
</tr>
<tr>
<td>4. Sorgaz</td>
</tr>
<tr>
<td>5. Shahi Bagh</td>
</tr>
<tr>
<td>Sub-total</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>
Table 2.2: The Venders Selected as Key Informants in Provincial Market

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Names of Shops</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Nagina Handicrafts</td>
<td>Quetta</td>
</tr>
<tr>
<td>2.</td>
<td>Afghan Kochi Center</td>
<td>Quetta</td>
</tr>
<tr>
<td>3.</td>
<td>Kakar Handicrafts</td>
<td>Quetta</td>
</tr>
<tr>
<td>4.</td>
<td>Chiltan Handicrafts Shop</td>
<td>Quetta</td>
</tr>
<tr>
<td>5.</td>
<td>Handi Crafts Showroom</td>
<td>Quetta</td>
</tr>
<tr>
<td>6.</td>
<td>Balochistan Handcrafts</td>
<td>Quetta</td>
</tr>
</tbody>
</table>

Source: Semi-structured Interviews, 2012

A detailed interview checklist was formulated taking into account all important dimensions of the study for home-based workers i.e. age, educational and marital status, number of household members, dependent number of persons, income, production of home-based embroidery etc. The semi-structured interview checklist was pre-tested and modified prior to applying. The pre-tested interviews checklists were not included in sample. The focus group discussions played important role in gathering required information. In total, four focused group discussions were conducted in the study area. The selection of the participants in focus group discussion was based on their availability and willingness to participate in FGDs. One of the FGDs was carried out in Mastung district while the other three were conducted in Quetta district. Each FGD consisted of 6 to 8 home-based Balochi embroidery women workers.

Table 2.3: Institutions Selected as Key Informants at District and Provincial level

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Organizations</th>
<th>Designation of the Key Informant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Directorate of Small Industries Quetta, Balochistan</td>
<td>Deputy Director Small Industries</td>
</tr>
<tr>
<td>2.</td>
<td>Department of Small Industries Service Center (Embroidery Showroom)</td>
<td>Assistant Manager</td>
</tr>
<tr>
<td>3.</td>
<td>Aik Hunar Aik Nagar (AHAN) originated the idea by One Tambon One Product (OTOP, Thailand)</td>
<td>Program Officer</td>
</tr>
<tr>
<td>4.</td>
<td>Balochistan Arts Council, Quetta</td>
<td>Director Culture</td>
</tr>
<tr>
<td>6.</td>
<td>Ministry of Women Development</td>
<td>Ex-Federal Minister</td>
</tr>
</tbody>
</table>
2.2 Data Analysis

Quantitative data was uploaded in *Statistical Package for the Social Sciences* (SPSS) and systematically analyzed via descriptive statistics i.e. percentage, average, cross tabulation, mean and T-test. Qualitative data was analyzed using thematic analysis approach.

2.3 Limitations of the Study

The key limitations included unavailability of secondary information on Balochi embroidery in Balochistan. Financial and human resource constraints, vast geography of the study area with scattered population also limited generalization of the study findings. However, Balochi embroidery production is evident in almost 23 (out of 32) districts in Balochistan. Due to time, human and financial constraints, only two districts were selected in the study. Only those women embroidery workers were included in the sample who worked and sold their embroidery for commercial purpose. Further, not a single respondent was included in the sample size who was working for Government or through Government. Lastly, all intermediaries who were interviewed were women.

3. Results and Discussion

3.1 Socio-economic features related to women home-based Balochi Embroidery

The empirical findings of this study revealed that women in Balochistan are enriched with embroidery skills, and making a high contribution to their household expenditures i.e. food, nutrition, health, and education of children. The field observations show that girls started working at very young age. In addition, not only young unmarried girls but also married and even elderly women were involved in embroidery work. Those individuals or families living in extreme poverty, embroidery production was the main source of livelihood. Others adopted it as a side business. What so ever the case was women were certainly contributing to their family income regardless of the
social and cultural challenges faced. Through their embroidery producing skills, women played an economically active role.

### 3.1.1 Age of Producers/Women Workers

Workers’ age was an important factor as the age granted the approval or disapproval to go outside of the houses visiting the market and interacting with the market salesmen in particular. Women who have had access to market visits were all elderly women not the young girls due to social and cultural disapproval of girls’ interaction with male market men. However, young girls were equally involved and even more efficient than elderly women in embroidery production. Besides, as the transmission of the embroidery skills is done through family, peers, and friends; girl children at an early age were found in the embroidery production during the field observation. The 18% of girls with age below 18 were involved in the embroidery production. They were at one end helping their mothers, elder sisters in the household chores, on the other they were also contributing in the household income through engaging in embroidery. While this is obvious that the girls in this age should be in schools to get education; however, because of poverty, insufficient accessibility and availability of the educational facilities the situation on ground was sad in this regard where 80% of the women workers ranged between 19 to 60 years old. They consisted of both single and married women. This is the economically active age so the data demonstrated that a significant majority of the workers belonged to this age group, contributing economically to their household incomes. A small but visible 2% of women workers belonged to the age group of 61 and above, showing that women even in old age were also affiliated to embroidery production for their own and family survival.

### 3.1.2 Education of Women Workers

The information obtained via field observations and group discussions revealed that due to lack of awareness toward female education, poverty, and household responsibilities along with culturally embedded gender expectations restricted girls from obtaining education. Because of the gendered division of labour, women were expected to remain at home and engage in household chores. Certainly, significantly large segment (78%) of women embroidery workers were illiterate. And since they did not have any other employment options due to their illiteracy and lack of other employment opportunities, they were highly concentrated in the home-based embroidery cottage industry. This is highlighting the institutional gaps in
provision of job opportunities to the illiterate and low literate women. All these factors pulled women to get involved in embroidery production for income generating. The unmarried girl workers with secondary and above education (6%) were found more confident and satisfied since they could earn money besides their studies. These workers mainly carried out embroidery work for their own educational expenses. Though the proportion of such respondents was very less, there is co Relation of education with workers earning through embroidery work as explained above.

3.1.3 Marital Status

Similar to workers’ age, the marital status was also an important factor from a gender and marketing point of view effecting the embroidery production and returns. The unmarried girls were restricted to home; they were not allowed to visit the markets and interact with males as it was considered inappropriate. Significantly large percentages (48%) of the workers were consisted of single/unmarried women. This set of the respondents were mainly replacing their mothers’ role. These girls were on one side contributing to their household incomes, making their dowry, and others were working to bear their own or their siblings’ educational expenses. A significant proportion (38%) of married women who carried out the embroidery work whether to bear the household expenses as whole or in contribution to the main source of household income. Few (14%) of the respondents were widowed with no other source of household income except embroidery production.

3.2 Economic Conditions

3.2.1 Earning Source

Embroidery production contributed as a source of household income for women workers and their families. On the other hand, women with less income or no other employment or income choices were more likely to get exploited in terms of wages. A widowed woman aged 49 years embroidery worker when asked for how often she makes a choice while selecting the type of embroidery work answered, “Poor people have no choices. I am a poor widowed woman; I work to feed my children. I have one son and three daughters, my son is not yet well grown so myself and my daughters have to work without having or making any choices because this is the only option that we poor and illiterate women could have” (Lal Bibi, 49 year, Quetta).
Table 3.1: Major source of household income

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Occupation</th>
<th>Contribution in %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Home-based Balochi Embroidery</td>
<td>64%</td>
</tr>
<tr>
<td>2.</td>
<td>Government servant (head of the house)</td>
<td>12%</td>
</tr>
<tr>
<td>3.</td>
<td>Private business (shopkeeper, daily wages)</td>
<td>6%</td>
</tr>
<tr>
<td>4.</td>
<td>Daily wages</td>
<td>18%</td>
</tr>
</tbody>
</table>

Source: Semi-structured Interviews, 2012

3.2.2 Availability, Prices and Quality of the Inputs

The findings of the group discussions and interviews showed that the availability, quality and prices of the inputs also sometimes hindered women’s embroidery production as well as affected their returns. This is obvious that the quality of the product is conditional to the availability and quality of input, the price of the inputs (fabric, thread, mirror, needle etc.) are also equally important for the good and quality embroidery production as described by the women workers during the focused group discussions. The data obtained from the individual respondents via semi structured interviews revealed their satisfaction level with regard to the availability and quality of such facilities (see table 3.2).

Table 3.2: Women workers’ satisfaction level with regard to the availability of services

<table>
<thead>
<tr>
<th>Serial No.</th>
<th>Key indicators</th>
<th>Satisfied (%)</th>
<th>Neutral (%)</th>
<th>Unsatisfied (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Market information source</td>
<td>28.0</td>
<td>68.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2.</td>
<td>Production cost</td>
<td>34.0</td>
<td>44.0</td>
<td>22.0</td>
</tr>
<tr>
<td>3.</td>
<td>Price negotiation between women and other actors</td>
<td>44.0</td>
<td>32.0</td>
<td>24.0</td>
</tr>
<tr>
<td>4.</td>
<td>Middle man role in marketing</td>
<td>48.0</td>
<td>50.0</td>
<td>2.0</td>
</tr>
<tr>
<td>5.</td>
<td>Inputs quality</td>
<td>48.0</td>
<td>48.0</td>
<td>4.0</td>
</tr>
<tr>
<td>6.</td>
<td>Products prices in market</td>
<td>8.0</td>
<td>58.0</td>
<td>34.0</td>
</tr>
</tbody>
</table>

Source: Semi-structured Interviews, 2012

Table 3.3: Socio-economic contribution of Balochi embroidery

<table>
<thead>
<tr>
<th>Embroidery contribution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average number of women</td>
<td>Two women at each household were involved in HBBEP.</td>
</tr>
<tr>
<td>involved in home-based Balochi embroidery production</td>
<td></td>
</tr>
</tbody>
</table>

Average annual income of home-based women workers (HBWWs).

<table>
<thead>
<tr>
<th>Area</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Nutrition</td>
<td>- Estimated 30% of the women’s earnings were spent per annum on health issues (both personal and family).</td>
</tr>
<tr>
<td></td>
<td>- Estimated 30% of the women’s earnings spent per annum on household food and nutrition.</td>
</tr>
<tr>
<td>Education</td>
<td>- Estimated 30% of women’s earnings were spent per annum on children’s education.</td>
</tr>
<tr>
<td></td>
<td>- 6% the respondents (young unmarried girl) spend their income on their own educational and other personal expenses (clothing, dowry making and health).</td>
</tr>
<tr>
<td>Investment</td>
<td>- Estimated 5% of investment was used to buy the inputs (thread, mirror, and fabric) to produce embroidered pieces for house-hold consumption and dressing purposes.</td>
</tr>
<tr>
<td>Savings</td>
<td>- Due to household expenses, high inflation rates and poor wage, women workers have had no savings. However, they mostly spent for the household, children’s health and education with planning.</td>
</tr>
</tbody>
</table>

Source: Semi-structured Interviews, 2012
Conclusion

The findings suggested that home-based embroidery production rendered livelihood opportunities to a significant number of women in the study area. Regardless of being a low-cost handicraft along with its popularity and high demand, the marketing arrangements for Balochi embroidery remained unorganized and this has ever been a complex issue for the women workers in Balochistan. The field observations of the study areas illustrated that women embroidery producers faced numerous challenges in marketing of Balochi embroidery. From the stage of advertising of their embroidery skills to the level of promotion and selling of their embroidered products, there were multiple problems women workers were encountered with. The field data illustrated that 95% of the women workers learnt embroidery skills informally primarily through their family members (mothers, sisters, peers etc.). Due to informal source of learning and transmission of embroidery skills, women’s such potential has gone hidden and unacknowledged. Moreover, women workers, without having any vocational certification encountered many challenges in marketing of their skills and embroidered products. Most of the women workers (78%) were illiterate. The main reasons for women’s less access to trade and market were illiteracy, male dominated market and women’s weak bargaining power. This situation depicted that women relied on other intermediaries or middle men (male family members, relatives, peers, neighbors and elderly women from community or family) for any market information and marketing of their products. Women workers’ educational status when seen in correlation with the market information source, they used for embroidery marketing and selling showed that there was a significant relationship of their education with the market information source. Almost all (94.7%) of the workers with no marketing source were illiterate, while the number of literate women with no market information source was evidently less i.e. 5.3%, showing a positive relationship of education with market information source. About 88% of the women workers had no access to market. Both workers’ education and their rural or urban location had a negative relationship with the market accessibility. The educated home-based women workers were young unmarried girls; they were restricted to visit the market due to cultural constraints. This is why home-based workers always relied on other family members (aged women and men family members in most cases and peers) to share the market information with them at household level.
References


[http://www.go.warwick.ac.uk/elj/lgd/2009_1/shahid](http://www.go.warwick.ac.uk/elj/lgd/2009_1/shahid)

Abstract

The present study aims to describe the kind of terrorism, which is spreading throughout Pakistan post 9/11. It also documents some reasons of a person's affiliation with the different outfits of the religious parties. The study reviews the history of terrorism in the state and effects of Pakistani security of the US policy of the war on terror post 9/11. It also describes the effect of drone attacks on the local tribal man’s life, and how people become prone towards banning outfits of the Jihadis elements after the Lal Masjid operation in the heart of the capital city of Pakistan. It also describes the aims and objectives of the terrorist organization working in the Pakistan and how they geared up their policy of suicide bombing throughout the country after Musharraf's operation against terrorism. How the main five Taliban outfits in Pakistan split and now how the terrorist organizations are working for a charity, the Caliphate and what is their perspective towards sectarian killings. US policy of drone strikes and casualties of civilians and militant groups would also include in the debate of the study. The disarray of the Fata and Balochistan and Government’s less interest to secure the most critical bordering areas is the other main cause of increasing terrorism; a disparity was observed that was the major reason for the attachment of the people with the religious organizations.

1. Introduction

In South Asia, both Pakistan and Afghanistan are those ‘Muslim’ states which are facing massive internal and external threats simultaneously. These threats, specifically terrorism, have become a colossal problem. Here, in this paper, I would delineate the causes of terrorism in Pakistan. Some scholars believe that the roots of terrorism have been started from 9/11 terrorist attacks on World Trade centre. Thereby, the reaction of US government was much aggressive towards the terrorist organizations such as Al-Qaida and

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Taliban’s government in Afghanistan. In this context, most of the American think tanks argued that the Al-Qaida leader Osama bin Laden had directly been involved in the terrorist attacks (McDaniel & Esposito, 2003).

Both American and NATO forces finally decided to take action against the terrorist groups (McDaniel & Esposito, 2003). Finally with the help of Pakistani government they intervened in Afghanistan and aimed to eradicate and disrupt terrorists from every nook and corner of the world. Nevertheless, US McDaniel and Esposito (2003) adopted a couple of security policies towards Afghanistan. On the other side, most of Pakistanis believed that due to the Afghan war they are facing hardships because before 9/11 attacks there was peace and that they had never heard about a suicide attack (Gul, 2010).

Furthermore, the core aim of my research is to emphasize on the Security policy of US towards Afghanistan and its implications on Pakistan. I have chosen this research topic because I am interested to explore and analyse the US security policy; however I am focusing to delineate important aspects of security policy of US and its effects on Pakistan. Next chapter of this research will elucidate post 9/11 US security policy towards Afghanistan and that how those strategies and policy choices of American government affected other countries and particularly Pakistan (Doyle, 1998).


As it is determined by historians that history always repeats itself, same can be observed in example of United States of America (USA) when entered in Afghanistan. As we have seen before when the former Soviet Union invaded Afghanistan, the ‘war on terror’ became another experience of ‘wars’ in the region (Rothstein & Arquilla, 2012). After the terrorist attacks on US in September 2001, the whole world scenario was dramatically changed when the US intended to eliminate the terrorist organization of Al-Qaida. Most of the historians, as well as think tanks of US, believed that the safe heaven and sanctuaries of the organization prevailed in Afghanistan under the shadow of Taliban government. Therefore, when United Nations passed a resolution against the Al-Qaida and Taliban’s authoritarian government, US moved forward to establish a new security policy towards Afghanistan and launched attacks on Al-Qaida-leaders and Taliban (Rothstein & Arquilla, 2012).

In the initial stage, the US forces and her coalition forces removed the Taliban government within three months. Soon after, the Taliban and other militant groups launched a guerrilla war against the said forces. The first direct US forces operation, namely “ANCONDA MARCH 2002” was
conducted in the eastern mountains of Tora Bora. In the operation the coalition forces successfully defeated the Taliban and other terrorists from Al-Qaida (Rothstein & Arquilla, 2012).

There by, after their disruption, most of the terrorists moved to the federally administered tribal areas of Pakistan. Notwithstanding, US forces eliminated the terrorist activities in 2003 and sustained their control till 2005. Nonetheless, Taliban re-emerged in 2006. Looking to this, US and the coalition forces affirmed that Afghanistan won’t be left to the vulnerability of another ‘civil war’ as they did after the debacle of Dr. Najeeb government. That’s why President Bush and his administration announced that we and her coalition forces would maintain peace and stability in the country. Furthermore, it would also concentrate on the terrorist activities and to prevent indiscriminate aggression.

3. Implications on Pakistan’s security

The most recent history is witnessed to the fact that Pakistan has been affected due to the ‘war on terror’. Before 9/11, in Pakistan, there were no terrorist attacks on security forces, mosques, public places and churches. There were no suicide attacks and planted bombings in the country. But it was all started with the attacks of US on Afghanistan. Basically, most of the Afghans and Pakistanis have religious ties with each other; especially pro-militant ‘jihadi’ supporters were existent in Pakistan. Important to notice, most of their safe heavens were in the federally administered tribal areas (FATA) and in Baluchistan (Rana, 2009).

Soon after Musharraf sent troops to FATA, banned organizations Tehrik-e-Taliban Pakistan and other terrorist groups launched attacks on Pakistani security forces and didn’t even spare ‘public’ from their terrorist activities (Rana, 2009). In most of the cases Taliban destroyed schools, shrines and mosques. Owing to terrorist attacks inside the country, people feared to offer their prayers in the mosques and parents stopped their children from education. In fact in Swat, Taliban deterred public from education and other social activities in the name of ‘Islamic rule of law (Rana, 2009).

As it is geographically detected, Pakistan’s relations with its neighbouring countries—Afghanistan, India and Iran—are directly connected with its internal and regional security. That’s why Pakistan had to concentrate on the nexus among terrorist groups not to spill over in the neighbouring countries. Therefore, intelligence agencies reported to the government that militants are providing weapons and aid to Taliban’s and other criminals in their activities
of robbing and abducting for ransom. Through these activities, the aim was to generate funds for terrorist activities and prolong their outlawed agenda inside the country.

Notwithstanding, Pakistani forces and secret agencies became alert of these activities. However, in fact drugs mafia and weapons’ smugglers are cooperating and helping the ‘Islamist’ militants in Pakistan. Thereby, both the criminals and militants benefited each other.

3.1 Terrorist attacks

The war on terror had major impacts on Pakistan. Especially, economic activities and growth were badly affected. Basically, if one stresses to find the root of these upheavals, the whole phenomena started after the incident of 9/11. When the US and coalition forces (NATO) attacked Afghanistan, in reaction militant groups in Pakistan initiated a war against Pakistani Government. Most of the banned organizations used Pakistan for their protection. Because of their presence in Pakistan, US government insisted Musharraf and later on President Zardari to eliminate safe sanctuaries of terrorist groups of Taliban’s in tribal areas.

In this situation of confrontation with Taliban’s, Pakistan has been affected more than any other state since the beginning of ‘war on terror’.

Around 37,000 Pakistanis have lost their lives in the war on terror. It can be observed that there has been a gradual but consistent rise in the incidents of terrorist attacks in Pakistan from 2001 to 2007. From 2007 to 2010, however, the rises in the terrorist incidents and sectarian violence have been exponential (Z. Hussain, 2006).

Massive genocide on the basis of sect is being observed and the post 9/11 it is expedite. Every year hundreds of people become the victim of sectarian killings.

After US intervention in Afghanistan, Pak Army entered into the tribal areas, especially in North and South Waziristan, and launched massive operation against Al-Qaida leaders as well as Taliban (TTP). Owing to massive operation by Army, in reaction terrorist groups started attacks on the public places. Mostly, terrorist groups claimed openly the responsibilities of concerned indiscriminate attacks (Gazdar, Budhani, Mallah, & Khan, 2007).
Unfortunately, they justified their terrorist attacks with the reason that government and Army are helping US and NATO forces. Eventually, the terrorist attacks in Pakistan increased after ‘Lal Masjid’ (red mosque) operation (Gazdar et al., 2007). The cleric of The Lal Masjid was believed to be having strong ideological linkage with the Militant groups. Besides their attacks, they demanded to impose the Islamic rules and regulation in the country. Their demands were:

1. Immediate declaration of sharia in Pakistan by the government.

2. Immediate promulgation of Quran and Sunna in the court of Islamic law.

3. Removal of un-Islamic clauses of the women protection bill.

4. To convey and declare that jihad is not terrorism as it is the great scared religious Muslims duty.

3.2 Drone attacks

The drone strikes are one of the intense issues for Pakistani government and people. US and the coalition forces initiated Drone attacks inside Pakistan as their counter-terrorism strategy. It is a detestable aggression of US in Pakistan’s society till this day. That is why civil society has protested against the drone attacks for the reason that drones from the beginning are the violation of sovereignty, human rights and international law. Not only civil society had demanding to mitigate the drone attacks inside Pakistan but also the civil government had great concern regarding drone strikes (Siraj, 2009).

U-S launched a drone strike strategy in Pakistan back in the year 2005. Until now the number of strikes in the territory of Pakistan is about 275 these strikes have resulted massive death toll up to around 2000. Perhaps the casualties in these strikes are still come up with an unending debate that weather the target people were innocent civilian or they were militants groups living or moving in the populated areas (Siraj, 2009). Many times these drones were in the chase of most wanted TTP leaders like Hakimullah Mehsud and they were proven right but many a time they have wrong choice and killed local tribal leader, these Drone strikes were at its peak in the year 2011 to 2012 (Siraj, 2009). In the year 2013 the number of missiles fired by the US led drone strikes were only 135.
However, it is widely believed that the US Special Forces carry out the drone strikes with the help of Pakistan’s military and civil government. At the beginning, most of the drone strikes were appreciated by Pakistan’s government. But, neither US authorities acknowledged the drone attacks as against the neither international law nor they had shared the results of attacks in public but announced privately (Nasr, 2013).

In their first successful strike of drones, Taliban’s’ leader Mula Naik Muhammad was killed. Nevertheless, Pakistani government has recently taken the issue in front of higher US administration and have stressed that owing to the drone attacks it had created difficulties between the US and Pakistan relationships (Nasr, 2013).

Casualties of the civilians inclined tribal people towards Taliban and they gained sympathies of the tribal people inside FATA. So people and almost all leading parties of Pakistan declared clear stance against drone and they also push the government to take immediate actions against drones. The role of Pakistani government in the drone strike is still vague to the people of Pakistan.

3.3 The Evolution of Militants organizations in Pakistan

“As many as 2 religious organizations operated in Pakistan at the national and provincial level in 2002; at present their number is 72”. These militant organizations are on the multipurpose agenda, such as propagations of their own ideologies, by force implementation Nizam-e-Shariah, and establishing system of caliphate. Therefore, in 14 December, 2007, from Mohamand Agency five militant groups joined hands to set up an organization, named Tehrik e Taliban, with a goal to flush gangs carrying out criminal activities in the name of Taliban. Baitullah Mehsud was appointed as its Amir, Mulana Hafiz Gul Bahdur was appointed as Naib Amir of the organization, and Mulana Faqir was appointed as commander of Bajur agency. The aims of organization are as under:

1. Enforce sharia law in Pakistan and Afghanistan.

2. Jihad against Pakistani Army.

3. React strongly if Pakistan does not prevent massive operation in FATA.
4. To release Lal Masjid militant students and other militant commanders.

5. Refuse future deals with Pakistan government if in case they continue the support of US presence in Afghanistan (Gul, 2010).

Outlawed terrorist organization, while in their activities, killed thousands of innocent Pakistanis. It had been observed that militant groups targeted the people places as well as military check posts. Most of the scholars argued that Tehrik-e-Taliban was responsible for deteriorating the law and order situation in Pakistan and also that, the government should have eradicated the organization, rather than carrying a peace negotiation with TTP.

Not only Taliban’s have a great source of influence but the ‘Harkatul Mujahideen’, ‘Lashkare-Taiba’, and ‘Jais –e- Mohammad’ are majorly contributing in the so called jihad in Kashmir they have closely associations with Afghani and Pakistani Taliban’s. All the religious organizations working in the different spheres like education, charity, sectarian objectives, or militancy, are affiliated with or are break-away factions of these five major organizations. The parent parties, which have a religious agenda and focus, are part of Pakistan’s mainstream politics, believe in the Constitution of Pakistan, participate in electoral politics, and are classified as religious political parties.” (Gul, 2010)

4. **Rise of Islamization and anti-American sentiments**

With some of 168 million of Muslims population, Pakistan is the 2nd most popular Muslims states in the world. According to the reports of election commission of Pakistan, religious parties became the second largest parties in state politics. It had been observed that, how those religious parities used religion as a tool for its own political purposes(Gul, 2010).

For instance if taken in an illustration, former religious party MMA (a coalition of six religious parties) used their slogans against American presence in Afghanistan and asserted that the US forces have invaded Afghanistan, and thereby, on different occasions religious parties directly announced the slogan of Jihad against the US forces. For this, they always showed their sympathy to Afghan and Pakistani Taliban’s.
Anti-American sentiments are not restricted to religious parties only; nonetheless, these are also entrenched in Pakistan’s middle class societies. Especially in FATA, Khyber Pakhtunkhawa, Baluchistan and Punjab, there are intense feelings of hatred against US presence in Afghanistan which, if observed internationally, has undermined the soft image of Pakistan in world communities. A US expert opened, the people of Pakistan are having anti American sentiment more than any other country of the world.

The following segment of this paper would focus the question that how the religious Madrassas in Pakistan affected state security. It will be argued that how these Madrassas are used against the state and other countries.

“Presently, there are more than 15,000 Madrassa training camps, prevailed in the remote areas of Pakistan and in them some 1.5 million children are being taught militancy, jihad, anti-western and anti-American literature.” However behind those training camps or Madrassas, religious parties are deeply involved as they are financing them; JUI_F, JUI-S, JUI-N and Jumat-e-Islami have soft corner towards Taliban groups. That’s why owing to the involvements of these kinds of religious parties it has become a tough task for the government to eradicate training camps inside the country.

5. **Post 9/11 scenario: a new militant challenge**

The role of Pakistan as an ally of the United States in the war on terror since 2001, cast more than U.S. $25 billion by imposing war”. Even government of Pakistan was serious to take control over the religious extremism in the country, Since May 2002, Pakistan had taken strong action against the religious outfits like Al-Qaeda and Taliban not only in the Tribal areas bordering Afghanistan but also elsewhere in the country.

During the Zia regime in the 1980s, borders were opened for foreign jihadi elements throughout Pakistan. But Marshal Law administrator Gen. Musharraf restructured the policy of government and strict rules were adopted for the entry of religious students in Madrasas of Pakistan. Moreover, General Musharraf forced madrasas to bring moderation in their teachings and scope of their curriculum by including subjects of ‘science.

In early July 2007, Pakistan army launched an operation in the capital city against the cleric of the Lal Masjid , who was forcefully involved in the imposition of Sharia law with the help of his students. The result of this operation at Lal Masjid was massive suicide attacks throughout country and
reprisal killings. In fact, changing circumstances reorganized the destabilized jihadi groups at that moment.

“In 2012, these attacks killed 2,267 people and injured 4,558. The highest number of attacks was reported from Khyber Pakhtunkhwa (1,009), followed by Balochistan (682) and the Tribal Areas (385). The highest number of attacks in Khyber Pakhtunkhwa shows that the militant activities are at the highest level there.” (Looney, 2004)

“According to a 2013 survey, conducted by World Public Opinion about the current religious militant activities and people’s responses, 67 percent of the people consider Taliban activities as a critical threat for Pakistan, while this ratio was only one percent in 2007.” (Looney, 2004) These indicators are highlighting the peace processes and security of Pakistan is under the threat.

6. US drone strategy played into Pakistan’s crackdown

You can’t really decouple the Pakistani strategy in North Waziristan—which has killed a lot of civilians, I might add, and displaced the majority of inhabitants of North Waziristan—from the drones. The drones, more than anything, have disabled some of the terrorist networks in Pakistan. There’s probably considerable issues of illegality here because the Americans aren’t targeting the Afghan Taliban or Al-Qaeda. We’re actually targeting Pakistani terrorists because the Pakistanis can’t kill them at all or without massive civilian casualties. And then, of course, in keeping the Pakistani role in the drones program secret, we’re basically allowing the Pakistan military and intelligence agencies to use us as a scapegoat. The Pakistani military doesn't want to admit that they can't kill these terrorists on their own. The military runs the country based on the claim that it's the most suitable organization to protect the country’s interests. Pakistan’s intelligence agency, the ISI, does not want this to become public so the organization insists that the United States hide their role in the despised drone program. The Pakistanis are very happy when a drone operation goes well, but when something goes wrong [such as civilian deaths], they pin all the blame on the Americans.

Nuclear weapons. The U.S. government has a pre-eminent interest that Pakistan's domestic insurgent groups do not get these nuclear weapons and the U.S. government will do whatever it thinks it can to prevent that from happening. That’s the dirty secret. If these groups have nuclear weapons, they harm U.S. interests. The Pakistani Taliban, because they’re Deobandi, they do have ties to Al-Qaeda, so Americans are absolutely morbidly afraid of that
outcome. That's why they are writing checks and it's why they are going to keep writing checks.

7. Conclusion

The tragic incident of 9/11 played a very important role in the history of the world. It greatly transformed the politics of the world, notably the south Asian region, which further added colour to the turbulence of the region. The terrorist episode or chartered by non state actors compelled the USA, Pakistan and Afghanistan to bring a shift their foreign policy. Pakistan is the country which is having round about 25,00 km long porous border with the neighbouring Afghanistan, besides this Pakistan had played very important role in the time of Bi polar world where communist and capitalist blocs were in a cold war tussle. So, Pakistan on the behalf of the USA played an active role in that episode where Taliban were trained and equipped in Afghanistan against Soviet troops. It was the support of Pakistan that made US victory in the tug of war via Talibans, which were later labelled by Americans as Islamic Tigers. So, the conclude the topic 9/11 incident pressurized Pakistan to take a u turn in foreign policy regarding Talibans, so till late night Pakistan supported Taliban, but within an hour Pakistan supported USA and launched military operations against the Taliban. As a result, Taliban turned in to Terrorists for both Pakistan and USA.

This turn in foreign policy shuddered Taliban as a result Taliban took arm not only against US forces but also against Pakistan. Since the 9/11 up to now the Taliban have targeted Pakistani state machinery in every mode, whether in shape of attacking security personnel, political leadership, state installations, educational intuitions, markets etc. (S. Hussain, Hussain, Asad, & Khan, 2014). So far worth of billions of economic loss has been inflicted to Pakistan by Talibans, the economic loss is insurmountable. So this responsibility falls on the shoulders of the USA, as they launched a war against Taliban's, but failed to counter it or to root out. As a result, Pakistan has been badly paralyzed by the Taliban. The presence of USA in Afghanistan has affected each and every sector of Pakistan, as it is impossible for the Talibans to attack the USA while easy to attack Pakistan because as a soft target. It is the result of becoming Pakistans alliance with the USA in the war on terror. So if the USA had not invaded Afghanistan, Pakistan would have been in a better position today.

Thus to get out of the present imbroglio or to sort out problem Pakistan has to adopt a conciliatory approach in the peace, bringing process of Afghanistan, by playing a positive role in making of democratic Afghanistan. So the present role in the peace process is quite satisfactory, where Pakistan is engulfing the bridge between Afghan government and Taliban. So far several
table talks have been arranged by Pakistan’s foreign policy desk in Islamabad. The active role of Pakistan has also been appreciated by the Afghans government as well by the international community including the US and NATO forces.

References


Hurdles of Women Empowerment in Pakistan  
(A case Study of Balochistan)  

Dr. Abdul Qadir Khan¹, Miss Naseem Akhtar ²  
& Dr Adil Zaman³  

Abstract  
The aim of this paper is to understand the hurdles in women empowerment,  
this review has focused more on the hurdles specific to the hurdles of women  
empowerment in Balochistan. In this study, fifteen research articles have  
been reviewed to come to a conclusion. Different people give different  
meanings to the word women empowerment, it is important to look at it in  
relation to cultural, social, ideological and geographical landscape of an  
area. This review not only sees women empowerment as the role of women in  
decision making, but also women's status as equal to men in participation in  
the society. The women related issues have never been a priority of the  
government and the availability of authentic data and relevant data in this  
area is limited, especially in the case of Balochistan.  

Key Words: Women Empowerment, Religious Perspective, Decision  
Making, forms of aggression, cultural norms  

Introduction  
At its inception, Pakistan focused more on its survival. Afterwards it seemed  
that the country would give priority in empowering women. Quaid-e-Azam  
Muhammad Ali Jinnah, in a speech in the year 1944, reprimanded the past  
socially endorsed negative treatment of women when he stated: “No nation  
can rise to the height of glory unless your women are side by side with you;  
we are victims of evil customs. It is a crime against humanity that our women  
are shut up within the four walls of the houses as prisoners. There is no  
sanction anywhere for the deplorable condition in which our women have to  
live”. (as quoted in Mumtaz and Shaheed, 1987:183) There is a range of  
literature available on the definitions of women empowerment. According to

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United Nations Guidelines on Women’s Empowerment “Women's empowerment has five components: women's sense of self-worth; their right to have and to determine choices; their right to have access to opportunities and resources; their right to have the power to control their own lives, both within and outside the home; and their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally” (The Guardian, April 21, 2011). Hurdles in empowering women are not something new in this country. Throughout the history of the country the problems of women empowerment have hardly come to limelight. Women’s rights are highly transgressed, with the particular reference to their susceptibility to violence of high degree, their weaknesses in the conflict stricken areas and refusal of participating in political affairs and absence of access to justice are the most well-known. This trend of denial and transgression has kept Pakistan at the lower ebb in the developing countries (Khan, 2009, p. 15) The hurdles in women empowerment may be similar in nature as a whole, but it has never been discussed in context of Balochistan. As women in Baluchistan are suffering and analyzing them from an in-depth perspective would help us to overcome the sufferings of women when once we understand the essence of the issue of women empowerment in Balochistan. “It is a common concept in Balochistan that women are “just housewives and are not playing any significant role at the economic front”(Bukhari & Achackzai, 2011).This review will discuss and relate the hurdles of women empowerment in Balochistan like that of “War-like situation”, “everyday forms of aggression” (domestic violence, abuse, sexual harassment), “socio-cultural norms” forces that restricts women, cultural constructions of gender, the different forms of insecurities, “Legal forms/sanctioned forms of violence” (forced and unequal marriages, dowry). The following questions have been discussed in detail in context of Balochistan. 1. To identify the hurdles in Women empowerment. 2. To discuss the factors that creates hurdles in women empowerment. 3. To discuss the resistance towards the hurdles of women empowerment.4. How women can go an extra mile to change the perspective of society towards their rights and empowerment (Rashid, Bibi, & Sirajuddin, 2012). Therefore, research articles relevant to our topic are reviewed to find answers to our research questions.

**War-Like Situation**

Warlike situations everywhere in the world, create hurdles in women empowerment. “Balochistan, the largest province in Pakistan, is the site of an armed insurgency by ethnic Baloch demanding autonomy or independence”. In Balochistan province, there are several separatist movements like BLA,
BRP, and BLF, which are fighting against the state of Pakistan for getting independence from the federation of Pakistan (Brown, Dawood, Irantalab, & Naqi, 2012, p. 1).

These prolonged separatist movements have worsened the everyday life of women. Women feel insecure as their children are exposed to the warlike situation. Such incidents of violence limit the women to their houses. Their role to participate in the society is restricted. War also affects women’s power over the everyday aspects of life. War makes many livelihoods less secure, and increased pressure on economic security can push women into unsafe and illegal occupations. In Sierra Leone, war zones became a space in which women could engage in looting and other lucrative but dangerous and illegal economic activities, in a context in which ‘safe’ spaces such as refugee camps offered limited options (Abdullah & Fofana-Ibrahim, 2010). In Bangladesh, the authoritarian response to the conflict in the Chittagong Hill Tracts has been implicated in rape and sexual harassment of women from ethnic minority groups (Mohsin, 2010).

**Every Day Forms of Aggression**

Those women that study in educational institutions do face sexual harassment in one or the other ways. In rural areas women are discouraged by their own family members to attend school or college due to fear of being sexually harassed. Sexual harassment is another deterrent to girls’ and women’s pathways of empowerment (Khan, 2009). “In the Balochistan Assembly, the Government has submitted and passed 2 legislations on domestic violence and promotion of breast feeding and child nutrition” (Zia, 2014) Evidence from around the world highlights how sexual harassment discourages girls and women from attending school, engaging in politics, taking up paid work (Wilson, 2008).

**Socio-Cultural Norms**

The circumstances in the third world are quite different in the context of socio-cultural norms with regard to women. The majority of the women is limited to serving the household responsibilities which is a time-consuming duty with least rewards and payment (Rehman, 2013, p. 6).

In the province of Balochistan women’s mobility is restricted to a great extent. In rural areas women can be hardly seen roaming in bazaar and market places. Their role in buying goods/groceries for themselves is limited and male member takes this responsibility. In some areas women may be allowed to go out to bazaar but only when they are accompanied by male members of their family. The incidence of such socially constructed role is
slightly less in urban centers. This reduces the role of women in decision making and buying goods of their own choice. Even at the annual festivals of EID women cannot buy the clothes of their own choice, this responsibility of buying new clothes is also undertaken by the husband or male members of the family usually in joint families. Social conditioning with reference to women is so strong that legislators from across the political parties united to oppose the government’s “honour killing” Bill 2005 epitomizing the mindset regarding women’s lives and male control over them. Seeking to outlaw adjudication from jirgas and panchayats on murders in the name of honour, the Bill got watered down by making it possible for the murderer to get pardoned by the family of the killed woman. Given that most of the so called “honour killings” are by family members, pardon from the heirs of the dead woman is easy (Mumtaz, 2010, 47).

**Legal Forms/ Sanctioned Forms of Violence**

Institutions that are backed by cultural, religious and customary practices come in sanctioned form of violence. These include forced and child marriages, customs of honour killings, dowry, female excision, laws that restrict abortion. The kind of sanctioned forms of violence puts women in dangerous positions and may harm themselves in response to such situations.

In the context of Balochistan province, women's mobility is limited due to the customs of Pardah (veil), the situation becomes more strict towards women's mobility in rural areas. In rural areas and even in some cities of Balochistan, it is customary that men and women have to sit separately in religious ceremonies (Eid & Ashura) and funerals. One of the forms that pervasive insecurity threats (or perceived or constructed threats) take is socio-cultural norms that dictate women’s behaviour, particularly their mobility and relationships. The best example of this is purdah or the practice of seclusion or segregation, as found mainly in Muslim Asia and the Arab world. In the Pathways work, this relates mainly to the ‘strongly corporate forms of patriarchy’ in the belt of countries from the Middle East and North Africa and the northern plains of the South Asian subcontinent, including Pakistan and Bangladesh. (Kabeer, 2011) In Pakistan women are targeted by religious fanatics in several ways. Malala Yousafzai is the resident of Swat Valley in the Northern Areas of Pakistan who fought courageously for her cause of education in the adverse conditions of the Taliban rule in the Valley. Therefore, Taliban attempted to murder her for her struggle for education which has made her world famous for her valor and cause of education. (Vuts, 2013). The incident of attack on Malala a school-going girl from swat got global attention. It is known that Islam has given more rights to women than any other religion of the world, but the misguided so called religious
scholars try their level best to restrict women education and hence their constructive role in the society. This mindset is prevalent even in government hierarchy, for example, in Pakistan, a 2006 bill against domestic violence was opposed by the Minister of Parliamentary Affairs as un-Islamic and (Mumtaz 2010)

We know that whether or not abortion is permitted or prohibited by law, women will seek abortion services and obtain abortions. They will seek them because of their social, economic, health or other personal circumstances. They will seek them because they have experienced rape and sexual assault. If safe services are not available, they will turn to unsafe ones. Even in countries with the most punitive of laws, there are flourishing markets in providers who offer abortion services; this leaves poorer women more vulnerable to impairment, illness through infection and death than middle-class women who are able to pay for safer options (Cornwall, Standing & Lynch, 2008). For the poorest women, and for young women with no money and no access to information about what services might be available, the only option is self-abortion, despite the steep risks it involves. Women stand a massively higher risk of dying as a result of pregnancy in countries with restrictive abortion laws than in countries where safe services are legal and available. (Cornwall, Standing & Lynch, 2008).

Keeping abortion aside, women in Balochistan do not have access to standard medical facilities especially pregnant women. The most rural population consists of quacks that further deteriorate the situation of pregnancy. Women develop post-delivery complications due to unhygienic facilities and mishandling by quacks. Even in cities, there is a lack of standard medical facilities for pregnant women. When it comes to abortion, doctors avoid carrying out such cases because of fear of the troublesome consequences. So the situation again becomes favorable for quacks carry out such cases in hidden facilities. Women's health is affected due lack of such medical facilities and this is reflected in her weak economic productivity. (Balochistan Multiple Indicator Cluster Survey, 2010)

Conclusion

The traditional environment is highly conservative, some religious elements and organizations in Balochistan are reluctant to address the issues of these genders, especially when there is talk about the women rights and empowerment. In a male dominated society of Balochistan, it is perceived that when a woman gets empowered she becomes harmful for the society, which is completely a wrong perception. It is thought that woman's role as
caretaker of children is undermined when shows less concern toward home/household and family's bargaining power, In developed countries stress is laid on participatory development, both male and female work together to improve the quality of human lives, the review study analyses that what interventions should be taken to socioeconomic development and gender empowerment coupled with woman's self-esteem. Problems need to be identified and tackled at the grass-root level. According to the human rights commission more than 60% women from country reside in conditions that are tough and torturous. It is the need of hour to start an awareness program about women's rights across the remote areas of Balochistan. Socio-economic condition can be uplifted by improving education and equip women them with better decision-making abilities. The perception needs to be changed and women empowerment must not be seen as a threat to male supremacy. Moreover, the ending gender inequality and gender bias & ending assault against women should be ended.

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Women’s Role in Household and Livestock Management

Social Sciences and Humanities

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Abstract

Women play an essential role as livestock and household managers in many countries of the world including Pakistan. However, it is continuously asserted that their role is underestimated as well as their power of decision-making is decidedly confined. The present study was conducted in the Barkhan district of Balochistan, Pakistan, with the aim to assess the role of women in household and livestock undertakings. Five villages of the study area were purposively chosen. Further, from each village 20 women participants were chosen arbitrarily. Primary data were gathered by using a structured interview schedule and the data were evaluated with the help of Microsoft Excel. The results of the study reveal that a vast majority of the women contributed in the cleaning of the animals’ barn, grazing animals (particularly near to their homes) gathering dung cakes, preparing milk products, watering the animals, caring of the animals/ sick animals, collecting eggs, and selling poultry and eggs. In addition, women totally perform the management of household activities; therefore, most women are regularly involved in cooking, caring of children and other family members, cleaning the house, fetching water, washing clothes and embroidery etc.

Keywords: Decision-making, Livestock, and household management,

Introduction

Livestock management is gender activity and both women and men are included in it. But, livestock holding is mostly women’s occupation. Therefore, women play an essential role in the livestock management as compared to their male colleagues, and due to this essential role, they are considered as the key players of agricultural and livestock sector (Ali, 2007).

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In Pakistan, women are actively engaged in livestock management and they make an important input to foodstuff production, especially in small livestock and horticulture. In addition to agricultural and livestock undertakings, women constantly dedicate additional resources and time under their control towards enhancing household apprehensions associated with foodstuff security as compared to men and their contribution (Arshad et al, 2010).

In Pakistan, livestock plays an energetic role in the budget of the country. The growing population growth and raise in per capita revenue as well as export income are enhancing the interest of livestock and animals produces. Livestock sector added around 53.2 percent of the farming “value-added” considerably additional than the consolidated share of minor and major yields 43.9 percent and 11.4 percent to domestic gross domestic products throughout 2009-2010. Gross value addition of livestock at current factor cost remained Rs. 1537.5 billion in 2009-10. The major products of livestock are milk and meat. According to livestock census (2006) there are 29.56 million cattle, 27.33 million buffaloes, 26.49 million sheep and 53.79 million goats in Pakistan (GOP, 2010).

In Pakistan, women share a noteworthy role in livestock production and agricultural production and in the rural areas of the country the traditional women are included in agribusiness and livestock production undertakings. According to McCorckle (1987) that in Pakistan women regularly give additional time which is around 16-18 hours contrary to men to these undertakings and their work input is 60 to 80 percent in the animal husbandry.

Women play diverse undertakings of livestock management such as fodder cutting, cleaning of animal barn, caring of sick animals, grazing of animals, feeding and watering of animals, making dung cakes, milking, and marketing of animals are absolutely performed by rustic women. Regardless of their unbelievable role in livestock sector, their association in decision- making in regard to livestock management still appears to be arguable. The degree of women’s power in decision- making practice not just changes from area to area but also from one activity to another activity (Grace, 2005).

In Baluchistan, women are doing sensational effort in the livestock sector. The overwhelming majority of the livestock undertakings are insufficient lacking the support of women. But, disappointingly, women’s work at no time has been compensated. In agriculture sector, as well as in pastoral production the work of women’s is viewed as crucial in keeping up of these undertakings. Since the vast majority of this free effort, nevertheless, it is regularly neglected in development policies of government and as well as
non-governmental organizations. Statistical data on women’s employment contribution in Baluchistan are misleading and inaccurate in livestock field; consequently, it should be deciphered with consideration. It regularly prompts gross underestimations of the greatness as well as significance of women’s contribution in domesticated animals. Indeed, there is an expansive overlay between “production and re-production” and activities done by women regularly back men’s work and in this way, add to domestic revenue generation (UNICEF, 1995).

In Baluchistan, basically there are three sorts of production systems including nomadic livestock production system, sedentary production system and transhumance livestock production. Nomadic females are extremely dynamic and have extra opportunity to walk all the ways. Accordingly, they assume a more noteworthy part in livestock management and production than women of the transhumance communities. Nomadic women likewise take an interest in marketing of livestock as they offer and in addition buy the domesticated animals from others. Social and cultural limitations, for example, purdah are less obvious in rural societies where women have generally more prominent flexibility and versatility (Bonfiglioli, 1994). But, it doesn’t mean transhumance and inactive women give no vital input in domesticated animals business. Indeed, they are likewise viewed as the mainstay of their families, in light of the fact that along the home-based responsibilities and they also play out all livestock undertakings, which are conceivable at household. It is matter of understanding that the clear majority of livestock undertakings are done at inside household in Baluchistan.

Women participate in the vast majority of livestock undertakings throughout the world. Women are included in many parts of livestock production certainly; absolutely women play numerous livestock correlated undertakings (DeMaar, 1995). This demonstrates their involvement to the animals they upkeep, not just at household as well as on the grazing fields.

Home or household management is a vital part of household living, sharing to well-being, contentment as well as prosperity of the family. The household management is a vibrant force in everyday living as well as is the managerial side of household living. Well-planned dynamic and vibrant utilization of assets help in the appropriate managing of the household, whereby objectives are accomplished to achieve most extreme gratification (Satheesh et al, 2005).

It was reported in some studies that women’s work generally includes sustenance preparation, feeding and nourishing the younger babies of the household and cleaning up infants, cleaning the kitchen and house, washing
garments, as well as washing pans and pots. The nonpartisan work involves shopping, taking care of elder children, may be ironing cloths etc. while men is liable for the maintenance of the household therefore men work for money, in business agribusiness, and other “unprotected” employments that happen outdoor of the sheltered settings of household are the domain of women. The amazing thing in parcel of work is manoeuvring to single sex. Females were also found included in impartial and masculine undertakings, for example, farming, fuel collection and other domestic activities. Men always feel uncomfortable to include themselves in women’s work. They were willing to take part in feminine responsibilities just under emergency circumstances. It doesn't imply that the business interrelated to the men is easier, more wonderful or extra remunerating than females work however it is more particular and constrained. Incredible raise of science as well as innovation has been centered on discovering methods for making men's work extra gainful and operative and women are ignored. The men’s level of work is tough and prolong, however when their work is ended they are served their meals and may have a moment of break, interestingly, women do 24-hours duty (Amin, 2010).

Especially, in rural areas of Pakistan women are deemed as the domestic managers. Rustic women give their time to both productive and reproductive undertakings. In productive tasks, they are the family leaders or managers. Women assume the duty of different domestic activities, for example, cooking, washing clothes, cleaning the house and bringing water. It has been viewed that on an average female possessed around “12 to15 hours” in domestic assignments amid the day and minimum around “25 to 35” hours amid a week in domestic undertakings (PARC, 2004). A study results reveal that the work scheduling of women in pastoral region is on higher side as contrast with urban women. Family activities were typically classified on the basis of gender. The productive works performed inside the family by women have been overlooked and no such endeavour has been design to consolidate the worth of such undertakings inside the domestic accounts (GOP, 2007).

**Methodology**

The present study was carried out in district Barkhan and five villages of study area were purposively selected, and from each village 20 women participants were chosen arbitrarily, consequently making a sample size of 100 women participants. The primary data were gathered by using a validated and pre-tested interview schedule. Computer software (Microsoft Excel) used to scrutinize the data gathered. The extent of women contribution in household and livestock management undertakings were examined by utilizing a three scales namely “Often”, “Rarely”, and “Never” which was
given scores of 2, 1 and 0, correspondingly. For the purpose of ranking of varied tasks done by women, the frequency of answers from each of the three scales of a specific activity was tabulated and multiplied by concerned score. Then, they were added together to obtain the sum score of each specific activity for the purpose of their ranking.

**Results and discussions**

Below Sale-1 shows that the majority (91%) of respondents of the present study was illiterate and they never achieved any formal and informal education, and only 9% respondents were found literate in the study area and their level of qualification was just primary. Moreover, any respondent have not attained education up to primary. In Barkhan district, the educational attainment is very low, the data of PSLM 2008-2009 show that in district Barkhan about 71 percent populace aged ten years and older at no time attended any school, while, it has been reported that only 18 percent have completed this level. Gender disparity also exists in the educational scenario of the district and a vast majority of girls drop out or discontinue their education by primary and or middle levels.

Sale-2 illustrates the age of the respondents according to the below table a silent majority (46%) of respondents were at the age of 41-50, and 36% respondents were at the age of 31-40. Moreover, 17% respondents were at the age of 20-30 and only 1% respondents were at the age of up to 50. In Barkhan district, the population is characterized by high growth rate of 3.09% per annum with 45% population under 15 years and one-half (52%) is working age (15-64 years). The percentage of people with vote eligibility (over 21 years), is 46% and 82% of the women of reproductive age, 15-49 years, are married out of which 85% have children (UN, 2010).

Sale-3 reveals that a huge majority (92%) of the respondents was living in joint family system, 6% respondents were belonging to “nuclear family system”, and merely 2% respondents were still living in “extended family system”. According to the census reports of the 1981 and 1998 show that the average household size in the district is 7.5 and 7.1 per households. Just 4.6 percent of the populace of the area had a facility of living in single room in a joint family system, which is really a very low.
Sales-1
- Illiterate 91%
- Primary 9%
- Metric & Above 0%
- Middle 0%

Sales-2
- 41-50 46%
- 31-40 36%
- 20-30 17%
- above 50 1%

Sales-3
- Joint Family 92%
- Nuclear Family 6%
- Extended Family 2%
The data of table 1 show that the huge majority (89%) of the respondents contributed frequently in the activity of cleaning of animal barn, (81%) rural women participated often in the watering of animals, a huge majority (89%) of the women respondents never contributed in the grazing of animals, an overwhelming majority (90%) of the women respondents never took part in the activity of fodder cutting, a vast majority (71%) of the women participants participated frequently in the activity of milking of animals and they were also included in the activity of milk the sheep and goats, as well as feed the animals. A silent majority (51%) of the women participants contributed regularly in making milk products like “Lassi”, “Butter” and “Ghee” etc. and (46%) women participants responded that they participate in the collecting dung and (45%) respondents women participants often involved in making dung cakes. However, (48%) women participants never participated in collecting dung; likewise (51%) women participants never included in making dung cakes. An overwhelming majority (89%) of the respondents answered that they “Occasionally” provide treatment to the sick animals by using their traditional methods (herbs etc.) of treatment, and a vast majority (93%) of the women respondents involved frequently in the activity of egg collecting of chicks, (81%) respondents never involved in the selling of ox, cow and this activity was always performed by men. A vast majority (81%) of the respondents never participated in the activity of selling of goats and sheep, and in this regard only 17% respondents “occasionally” participated in the selling of goats and sheep, a huge majority (94%) of the respondents participated frequently in the activity of selling of eggs (poultry). A huge majority (77%) of the respondents contributed rarely in the activity of milk selling, likewise (91%) of the respondents participated occasionally in the activity of selling of milk products.

Domestic requirements are deemed as thing, which are obligatory to continue the everyday life outside and inside the household. These may comprise foodstuff items, vegetables, dresses, spices, meat and other items of routine use.

The information of Table 2 illustrates that almost all (100%) of the respondents participated frequently in the activity of food preparation and in the study area the cooking or preparation of food is deemed the duty of women therefore, women play a vital role in the food preparation of the household. Moreover preparing beverage is considered too the duty of women therefore almost all (100%) of the respondents participated regularly in this activity. Almost all (100%) of the respondents contributed in the child care activities. In the study area usually women or girls fetch water, though sometimes young boys and men bring drinking water. Therefore, an overwhelming majority (99%) of the respondents participated regularly in the activity of fetching drinking water.
The data of table 2 demonstrate that almost all respondents were frequently betrothed in cleaning the house, doing laundry, ironing, embroidery and clean up after meals. Respondents “rarely” contributed in collecting the fire woods, and a clear majority (77%) of the women respondents contributed at no time in shopping domestic utilities.

Table 1: Level of women’s contribution in livestock management activities

<table>
<thead>
<tr>
<th>Livestock Activities</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Cleaning of animal barn</td>
<td>89</td>
<td>89%</td>
<td>11</td>
<td>11%</td>
</tr>
<tr>
<td>Grazing of animals</td>
<td>02</td>
<td>02%</td>
<td>09</td>
<td>09%</td>
</tr>
<tr>
<td>Fodder cutting for animals</td>
<td>3</td>
<td>3%</td>
<td>07</td>
<td>07%</td>
</tr>
<tr>
<td>Watering of animals</td>
<td>81</td>
<td>81%</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>Milking of animals</td>
<td>71</td>
<td>71%</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td>Preparing milk products</td>
<td>51</td>
<td>51%</td>
<td>38</td>
<td>38%</td>
</tr>
<tr>
<td>Collecting dung</td>
<td>46</td>
<td>46%</td>
<td>06</td>
<td>06%</td>
</tr>
<tr>
<td>Making dung cakes</td>
<td>45</td>
<td>45%</td>
<td>04</td>
<td>04%</td>
</tr>
<tr>
<td>Treatment of sick animals</td>
<td>04</td>
<td>04%</td>
<td>89</td>
<td>89%</td>
</tr>
<tr>
<td>Egg gathering of chicks</td>
<td>93</td>
<td>93%</td>
<td>07</td>
<td>07%</td>
</tr>
<tr>
<td>Selling of ox, cow</td>
<td>0</td>
<td>0%</td>
<td>05</td>
<td>05%</td>
</tr>
<tr>
<td>Selling of goat, sheep</td>
<td>2</td>
<td>2%</td>
<td>17</td>
<td>17%</td>
</tr>
<tr>
<td>Selling of chicks</td>
<td>94</td>
<td>94%</td>
<td>06</td>
<td>06%</td>
</tr>
<tr>
<td>Selling of egg (poultry)</td>
<td>90</td>
<td>90%</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>Selling of milk</td>
<td>23</td>
<td>23%</td>
<td>77</td>
<td>77%</td>
</tr>
<tr>
<td>Selling of milk products</td>
<td>09</td>
<td>09%</td>
<td>91</td>
<td>91%</td>
</tr>
</tbody>
</table>
Table 2: Level of women’s contribution in household management activities

<table>
<thead>
<tr>
<th>Household Activities</th>
<th>Often</th>
<th>Rarely</th>
<th>Never</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Food preparation</td>
<td>100</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Child care</td>
<td>100</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Fetching water</td>
<td>99</td>
<td>99%</td>
<td>01</td>
<td>01%</td>
</tr>
<tr>
<td>Cleaning the house</td>
<td>100</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Washing clothes</td>
<td>100</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Collecting the fire woods</td>
<td>0</td>
<td>0%</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Store of the fire woods</td>
<td>15</td>
<td>15%</td>
<td>35</td>
<td>35%</td>
</tr>
<tr>
<td>Purchasing utilities</td>
<td>0</td>
<td>0%</td>
<td>23</td>
<td>23%</td>
</tr>
<tr>
<td>Embroidery</td>
<td>99</td>
<td>99%</td>
<td>01</td>
<td>01%</td>
</tr>
<tr>
<td>Clean-up after meals</td>
<td>100</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Preparing beverages</td>
<td>99</td>
<td>99%</td>
<td>01</td>
<td>01%</td>
</tr>
</tbody>
</table>

Conclusion and recommendations

Women play an essential role in livestock and household management; therefore, the livestock and household management is deemed a woman's duty. Among livestock undertakings, women contributed regularly in cleaning of animal barn, watering of animals, milking of animals, preparing milk products, collecting of eggs (chicks), marketing of egg (poultry). Moreover, women also regularly involve in domestic undertakings, including cooking or food preparation, preparing beverages, child care, washing clothes, ironing clothes, cleaning up after meals, cleaning the house, embroidery, fetching drinking water demonstrating the countless duties of women in domestic undertakings. The involvement of women is confined in the livestock doings like the marketing of ox, cow, selling of goats, sheep, grazing of animals, fodder cutting for animals as well as sometimes the treatment of sick animals, and the main factor behind this role or activity limitation is the traditional social fabric of the study area which is male-dominated and does not permit women to go outside and work on a commercial basis. Women are extra included in livestock undertakings away from their genuine roles as mothers, wives and sisters or daughters. In majority of the domestic undertakings the backing of husband is adequate; nonetheless, the extent of husbands’ involvement in family undertakings is
below the desire or requirement of their wives. The extent of women’s inclusion in decision-making is also humble livestock undertakings related to more advantageous financial revenue. In most cases, women were not helped with access to existing extension services. Consequently, maximum consideration ought to be provided for women to build their competencies in livestock as well as in household decision making. In addition, applicable and proper approaches and ways to educate rural women ought to give extra emphasis to attain equivalent access with urban women.
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The Qualitative and Quantitative Capacity of Assists and Human Based Resources, in Public Sector Educational Institutions of Muslimbagh

Fouzia Durrani¹

Abstract

As we know that all the Physical facilities as well as human resources, such as teachers, books, boards, notes etc. that can be used for the demonstration of contents and matter. There are some more teaching resources, having a vital role in schooling. The specific aim and objective of researcher in this work is to evaluate the quality and that of quantity of all physical facilities, available in public schools of Tehsil Muslim Bagh. Furthermore, to find out and assess all the related facilities available targeted mission. So, in order to get the result or output, this study drawn upon primary as well as secondary sources. The data was analyzed through SPSS. According to collected results, most of public schools building physical condition was not good. It was concluded that middle and high schools situated in Muslim Bagh were facing shortage of primary based facilities, Shortage of water for drinking water, lackages of washrooms for the use of students, worst standard of given furniture, bad construction arrangement, deficiency and damaged border wall in boy schools were seen. These major difficulties are faced by schools and the available resources in schools were unable to support both the teaching and learning process. Whereas, the given resources cannot support any type of development of learners. So, it was recommended that the education department should facilitate and provide all physical resources to schools.

Key words: Behaviourism, Constructivism, Constitution, Fundamental Right, Competencies, Physical Resources, Human Resources, Facilities Management.

Introduction

The concept of education is being observed not as a word like "red" which shows simple quality and a word such as "horse" which shows object or the

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words like smiling and running which shows the incidence of observance, by expressing in a different way education reflects to a particular process, it summarizes a criteria such as the process of reforms and consequently the process of education can be explored like reading of books and discovering environment through travel and discussion or walking and chalking in classroom. It can be said that the educated person is the one who succeeds in an accomplishment of certain task in which a teacher or a student is engaged with in a time period. It is such as finding of something while looking at something, similarly the achievement of various tasks is called the course of education. In this respect the success or achievement of a teacher is defined as the achievement of a learner. The second thing which differs education from other tasks is the methodology of teaching which has to be based on a legitimatized set of procedures. (Colby, A., Ehrlich, T., Sullivan, W. M., & Dolle, J. R) In fact the achievement is the state of a mind that give a subject matter to the idea of being an educated person, what we learnt is called as education and the procedure which is adopted for the process of learning must contain moral legitimacy. we can say that the education is like a process of reform, for example when I say my son is educated but he learnt no value, it would be said as my son is reformed but without having a better change. It is well argued to demonstrate the procedures of evaluating the standard of a coherent person as compare to others. While speaking about education it is important to be familiar with the valuation standards to discover the characteristics through which the situation of mind being applauded, whereas this does not prevent us to speak of poor education when thinking of the worth of people work, at this point a question arise what was the point through which we determined something that is called bad education or no education same as when speaking about the system of education we just talk about the term honorable without the basis of judgments. (Colby, A., Ehrlich, T., Sullivan, W. M., & Dolle, J. R)

**Statement of the Problem**

MuslimBagh is developing tehsil of District Killasaifullah. According to previous reports majority of its educational institutions faced shortage of resources, especially in materialistic sense. Moreover, it lacks boundary walls or some schools lack wash rooms etc. similarly, the basic thing like furniture is always found nil. Students who needs concentration are always found absent, where as their attendance is necessary. The budget specified by the government for materialistic resources, is neither enough nor utilized properly. Because of the above-mentioned problems, the drop out ratio amongst the children is increasing on daily basis. Moreover, the shortage of necessary facilities have direct implication on learning out comes of the
students. So, it became food necessary to explain and evaluate that the quality and quantitative facilitation of all resources have implication on the learning out comes in state and society.

**Foundation of the study**

The failure or dropout rate among boys and girls in schools of tehsil Muslim Bagh is increasing with the passage of time. Majority of boys and girls are not interested to join public schools for their learning. Admission in public schools is not a first priority of parents. Shortage of physical facilities can be a major element behind these problems.

**Significance & scope of the research**

This study has a great importance and this research focused on physical facilities available in public schools of Tehsil Muslim Bagh. The study has find out quantitative as well as qualitative resource, but present in public sector schools. The results, and identified missing physical resources will help the future students and researchers in their works and the collected data and results will provide clear picture of available and missing physical resources to the education department.

**Research question**

Basically the main title is the research question, whereas we can summarise as;

What are the quality and quantity of all physical facilities and human resources in public schools in tehsil Muslim Bagh?

**Objectives of the Study**

- To evaluate both the quality and quantity of all physical facilities available in public schools of Muslim Bagh.
- The study find out the quality of physical facilities available in public girls and boys Schools of Muslim Bagh.

**Limitation**

This research was limited to Girls and Boys public high schools of Tehsil Muslim Bagh.

**Delimitation**

The objectives selected for this thesis has great importance for future planning. It was a first thesis regarding available facilities in schools of
Tehsil Muslim Bagh. Physical resources have direct impact on learning and teaching process. Curriculum 2006 suggests constructivism approach of teaching in schools; it focuses on learning by doing. Such type of teaching and learning must need teaching Avaid and other types of physical and human resources. So, it was important to find out the schools facilities in tehsil Muslim Bagh. The education department and NGOs having no data regarding physical resources in schools. This situation makes necessary to conduct a research work and to fulfil the selected objectives. The education department faces weak procurement process and this process affects the supply of facilities for government schools. (Ahmed.I. & Mujahid.A)

**Literature Review**

The broader aim of providing education is the completion of requirement and need for a purpose pertaining to knowledge, abilities, thoughts and competencies to enable them to deliver constructive and valuable services for themselves as well as to the society in large. In this regard, the countries prioritize the improvement in quality enhancement of schools and student’s achievements since the outcomes of learning largely depends on the quality of education that is being offered. The quality of education improves the economic development growth; therefore, it depends on the supervision of teachers as they play a key role in provision of education. It is believed by many researchers that the process of supervision is having in itself the potential to enhance the practices in classroom and depends on the success and achievement of students and learners through their professional growth. Supervision is a process of joint venture of both teachers and supervisors as to engage in a mutual dialogue for the reason relates to improvement of institution that logically contribute towards the success of students and learners.

There is a growing concern over the literature from the side of researchers as well as educationists who made the research to examine the association and link among management of education and the academic performance of students. The conclusion reveals quite unauthentic connection or association; however it is clear that the management in secondary schools occupies the relevance of management philosophy in the field of designing, developing and effectiveness of resources towards the achievement of educational aims and objectives. As per UNESCO the effectiveness can be judged at the level of which schools usually congregate the prospect or vision of society inside which it is established (Adkison, J). The text associated to school based approaches employed by the managers of schools for the improvement of academic performance of students has exposed mixed and divergent sort of
results. Croninger& Lee in the year 2001 stated that the level of teacher concerning and interacting with students is having a significant impression on the performance as reported by teachers as well as parents. Founding evident by reviewing the effective schooling system in US as stated by Croninger& Lee in 2001 that the schools with having a general sense of reasoning and solid communal organization relating mutually respectful association and relationship with staff and having positive relationship with students are effective in encouraging the academic as well as social outcomes. The main factors that researchers found in pointing out the quality of schools included assurance towards success, suppleness and responsiveness, challenging environment and motivating teachers, solid and true disciplinary atmosphere.

Scholars used various terminologies to define or mention weak authority towards to the policy of government in the practice of school as well as classroom. The institutional consistency can be prioritized over the technical competence as schools struggles for authority and resources. The administrators of schools may have to respond against the environmental pressures through constructing emblematic change in the structure while protecting the legitimacy of the organization through meeting the requirements and avoiding close coordination.¹ The school official composition can lessen the effect of its core technicalities as a sort of external inspection that may expose the uncertainties and disparity and thereby weaken the legitimacy of school. At the end classroom teaching would become weaken both from the environment of institution as well as the administrative structure of schools.

Some scholars stated the possibilities through recognizing the fact that the institutional segments are not fixed or unchallengeable. With regard to the sector of education scholars argued that the atmosphere of schools could become more secure as the rules become more specific and emotionally involved to outcomes or the system of inspection. This will be having a solid effect on school activities. Particularly focusing the emerging knowledge it is suggested that the school leaders should respond to their regulatory atmosphere, it is suggested that the administration of school usually principal are observing the policy of state in various ways. Study also indicates that the leaders of schools have adopted different academic curricula to demonstrate the efforts made for the improvement of schools. (Adkison, J.)

The capability of learning and teaching refers to good quality and quantity of facilities like human and physical resources. According to DFID 2007, the capability of physical material related to instruction like textbooks, which is the main facility and cost effective and it has great importance for all the level of schooling and the government is trying to provide this facility. For better and efficient teaching and learning the textbooks are the basic material for teaching and learning and the absence of textbook can affect the learning and teaching process. (Amjad, R)

Methodology

The primary data was collected from 10 schools of Tehsil Muslim Bagh. Two type of questionnaire were prepared. Which were specified for teachers and Head Teachers both qualitative and quantitative data were collected. All the information got from primary and secondary data was analyzed through the medium of SPSS. Moreover all the collected data was processed and converted in graphical and tubular forms.

Instrument

Two types of questionnaires and one checklist was used as an instrument for this study. Basically, 260 respondents were consulted, amongst which, 200 were students, 50 were teachers and remaining 10 were head teachers.

<table>
<thead>
<tr>
<th>S. No</th>
<th>Name of Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GBHS- KilliSaamKhail</td>
</tr>
<tr>
<td>2</td>
<td>GBHS- KanMahtarzai</td>
</tr>
<tr>
<td>3</td>
<td>GBHS- RaghaBakalzai</td>
</tr>
<tr>
<td>4</td>
<td>GBHS- Muslim Bagh</td>
</tr>
<tr>
<td>5</td>
<td>GBHS- KilliMurgus</td>
</tr>
<tr>
<td>6</td>
<td>GGMS- loiKaraiz</td>
</tr>
<tr>
<td>7</td>
<td>GGHS- Muslim Bagh</td>
</tr>
<tr>
<td>8</td>
<td>GGMS- BabuKhair Muhammad</td>
</tr>
<tr>
<td>9</td>
<td>GGMS- KilliRerhi</td>
</tr>
<tr>
<td>10</td>
<td>GGHS- KilliOrgas</td>
</tr>
</tbody>
</table>

...
Statistical based analysis:

For the cause of statistical analysis, all the data was analyzed through SPSS, while taking help of statistics department, in university of Balochistan. All results of analyzed data are discussed in tables given as under.

RESULT

This Table shows the physical condition of buildings of educational institutions (Schools)

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Valid</td>
<td>62</td>
<td>26.1</td>
</tr>
<tr>
<td>02</td>
<td>Non Valid</td>
<td>175</td>
<td>73.5</td>
</tr>
<tr>
<td>03</td>
<td>Missing System</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>04</td>
<td>Total</td>
<td>238</td>
<td>100.</td>
</tr>
</tbody>
</table>

Source: Survey reports of the researcher 2015-2016

This graph shows physical condition of school buildings
According to graph, sixty two respondents were replied in YES with twenty six percent and one hundred and seventy five respondents were replied in NO with seventy three percent.

*This table shows presence of schools boundary walls*

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Valid</td>
<td>152</td>
<td>63.9</td>
</tr>
<tr>
<td>02</td>
<td>Non Valid</td>
<td>85</td>
<td>35.7</td>
</tr>
<tr>
<td>03</td>
<td>Missing System</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>04</td>
<td>Total system</td>
<td>237</td>
<td>99.6</td>
</tr>
<tr>
<td>05</td>
<td>Total</td>
<td>238</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Survey reports of the researcher 2015-2016*

The above graph shows presence of schools boundary wall

According to this graph, one hundred and fifty two respondents replied that their school has a boundary wall. And eighty five respondents replied that their school has no boundary wall.

*The Table given under shows the presence of washrooms for teachers*

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Valid</td>
<td>176</td>
<td>73.9</td>
</tr>
<tr>
<td>02</td>
<td>Non Valid</td>
<td>61</td>
<td>25.6</td>
</tr>
</tbody>
</table>
The graph given above, shows presence of washrooms for teachers. Whereas, 73% respondents said that there were washrooms for teachers in their schools and 25% replied with no.

Table given below shows physical condition of desks

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Valid</td>
<td>88</td>
<td>37.0</td>
</tr>
<tr>
<td>02</td>
<td>Non Valid</td>
<td>149</td>
<td>62.6</td>
</tr>
<tr>
<td>03</td>
<td>Total Missing System</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>04</td>
<td>Total</td>
<td>238</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Survey reports of the researcher 2015-2016
This graph represents the physical situation of Desks. According to figure 4.4, 37% respondent replied with yes, and 62% replied with no.

This Table shows condition of washrooms for students in schools.

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Valid</td>
<td>79</td>
<td>33.2</td>
</tr>
<tr>
<td>02</td>
<td>Non Valid</td>
<td>158</td>
<td>66.4</td>
</tr>
<tr>
<td>03</td>
<td>Missing System</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>04</td>
<td>Total</td>
<td>238</td>
<td>100.</td>
</tr>
</tbody>
</table>

Source: Survey reports of the researcher 2015-2016

According to graph given above, 33% respondents replied that washrooms were available for students, 66% replied that washrooms were not available for students.

Table shows physical condition of chairs

<table>
<thead>
<tr>
<th>S.NO</th>
<th>Description</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Valid</td>
<td>84</td>
<td>35.3</td>
</tr>
<tr>
<td>02</td>
<td>Non Valid</td>
<td>153</td>
<td>64.3</td>
</tr>
</tbody>
</table>
According to the graph given above, totally, about 84 people responded with 'yes' answer, whereas it counts 35.3%. And 153 respondents answered with 'No', which counts about 64.3%.

**Discussion**

For this research work, researcher identified ten (10) secondary and 10 primary schools in Muslim Bagh. Five schools stood specified to boys and five were public girls’ schools. Two questioners which were consisted of 20 questions each and one checklist was formulated. The data was collected from to hundred students, forty teachers and ten Head teachers and reply from checklist was only get from Head teachers.

According to collected results, most of public schools' building physical condition were not good, in this regard 62 respondents were replied that the buildings for schools are satisfactory. Similarly, about 73.5% people responded that their school’s buildings are not in good condition. Moreover, the boundary walls, which we can say the most important element for the school’s security, in this regard only 63% middle and high schools found with its boundary walls, the remaining have not any boundary walls. This situation was worst in boy’s schools.
Regarding WASH facilities, 73.9% schools had WASH facilities for teachers. 25.6% schools had no washroom facilities. The physical condition of washrooms in girls’ middle and high schools were more satisfactory than boy’s schools. 25.6% schools teachers and principle used open defecation. Most of the middle boy’s schools were in semi urban and rural area and they used open defecation. Washrooms for female head teachers and teachers were available in both urban and country side (Rural Area).

As we know that, furniture is said to be the basic or primary necessity for any institution. So, the worse condition is found here, about 37% were facillated with desks, and remaining were not facillated.

Conclusion

Tehsil MuslimBagh is far behind in education. The collected data and results revealed that there was a shortage of educational resources in majority of schools of Tehsil MuslimBagh. The educational resources and facilities had indirect and direct impact on learning and teaching activities. The curriculum requires and demands the introduction and implementation of new teaching methods with the use of teaching resources. Constructivism approach of teaching is recommended by curriculum and this approach can only be used by the teacher through the available resources in schools. A child requires mental, physical, and emotional development in their schools. The basic purpose of all level of schools is to develop a child emotionally and physically. All curriculum and co-curriculum activities in schools need resources.

All middle and high schools of Tehsil MuslimBagh were facing shortage of primary based facilities. Shortage water for drinking purpose, lack of washrooms for students facility, worst standard given furniture and its lack, bad and unsatisfactory conditions of its buildings etc. These major difficulties remained in schools and the available resources in schools were unable to support the process of education, especially, in aspects of teaching and learning. Last but not the least all the existing resources, can not give support to the mental, somatic and demonstrative growth of learners.
**Recommendation**

1. Facilities administration can be a fundamental piece of center and optional school administration. There is an essential need to prepare the educators and head instructors with respect to asset administration. The instruction division ought to encourage and give preparing to educators and head instructors with respect to asset administration.

2. Facilities supports need extraordinary consideration in schools, upkeep of furniture's, repairing of school building and restroom needs consideration. The standards and head instructors ought to request spending plan for the support the essential offices.

3. Head educator and standard ought to frame a board of trustees of instructors. The work of these advisory groups would be to take care of and keep up the instructive assets in all center and auxiliary schools.
References


Amjad, R. (2012), A comparative analysis of the role of the private sector as education providers in improving issues of Access and Quality; Idara-e-Taleem-o-Agahi; January 2012, p 6, 9


Kohn, A. (2004). _What does it mean to be well educated? And more essays on standards, grading, and other follies_. Beacon Press. p-34.


Balochistan; Gate Way of Emerging Relations between Iran and Central Asia: An Overview

Dr. Asghar Ali Dashti¹, Dr. Faisal Javaid² & Dr. Syed Shahabuddin³

Abstract

In the ever-changing dynamics of international affairs, Iran with considerable reserves of gas and oil and with a significant geography has been playing a vital geostrategic and geo economic role. Arguably, its importance in the world politics would gain fillip given in the post-nuclear deal period. Iran has had quite amicable relations with all Central Asia states since the 1990s primarily due to common religion, history, culture and heritage while using territory of Balochistan as gateway. Now the stage is set for the Islamic republic to boost up its economic, political, and cultural and defence relations with the energy rich Central Asian states through Balochistan. In this context, this article is an attempt to evaluate the historical aspect of Iranian relations with the region. An attempt is also made to analyse the existing potentialities of stronger bilateral ties in all fields. Moreover, this piece also provides a bird’s eye view of the convergences and divergences of Iran and the US in the region as the latter is also a significant player in the region.

Key Words: Iran, Central Asian States, Economic Relations, Potentialities, Convergences and Divergences, US Interests, Future Prospects.

Introduction

Iran has established harmonious connections with Central Asia, and it shares regional and sea outskirts with Turkmenistan and Kazakhstan. Iran prompted to cultivate relations with the Central Asia soon after their independence after the breakdown of the Soviet Union. The freedom of Central Asian states was invited with fear in Tehran (Cornell, Svante E: 2004). Wishing to exploit its

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verifiable association with this area and the vacuum created by the Soviet breakdown, Iran at first went for building a locale wide Islamic coalition of expresses that could go about as a vital shield, shielding Iran from outside particularly U.S. infringement or circle. Iranian geology was such that it practically manages Central Asian access to the Persian Gulf and the high oceans. This design offers numerous Central Asian states a method for breaking their reliance on routes through Russian region (Cordesman, Anthony H: 2013).

**Balochistan: The gateway to the Central Asian Republics for Iran**

The province of Balochistan is unique in its geo-political significance. It forms 44% of Pakistan’s land mass and has a 770 km long coast line. Economically, its vast rangelands, large numbers of livestock, rich mineral and gas deposits, and good quality deciduous fruits are of significant value. Balochistan has been the focus of massive infrastructural projects. Iran and Pakistan were to have developed competing port, rail, and highway networks, hoping to funnel the trade of Central Asia through their own national territories which remained incomplete for many other reasons. Pakistan has now turned to China and new project named CPEC (China-Pakistan Economic Corridor be introduced. Pak China Economic Corridor is a framework of regional connectivity.

CPEC will not only benefit China and Pakistan but will have positive impact on Iran, Afghanistan, India, Central Asian Republic, and the region. The enhancement of geographical linkages having improved road, rail and air transportation system with frequent and free exchanges of growth and people to people contact and activity of higher volume of flow of trade and businesses. Gwadar is a port city on the southwestern coast of Balochistan and it offers huge economic opportunities not only to Pakistan but to others too i.e., the Central Asian Republics, Middle East, South Asia and the Gulf States. By the very virtue of this strategic geographical location, it creates a conflict of interests between nations deeply influenced by its development. Gwadar provides the shortest possible access for Afghanistan to the Indian Ocean and is the most cost effective.

**Central Asia: A Region of Strategic Importance to Iran**

Iran's reasonable logic results from its novel geo-vital area, a variable that additionally clarifies the need given to the development of its local relationships (Maleki: 2007). In this way, given Iran's excellent topographical area and geostrategic imperativeness for world energy, a necessary part of Teheran's Central Asian strategy has concentrated on pipeline issues, more
particularly on the advancement and development of an incomprehensible pipeline system for oil and gas to connect the landlocked countries of Central Asia to worldwide markets (Kavalski, Emilian). Economic variables are, in any case, getting to be more ideal to Iran. The most essential purpose behind this is Iran's topographical area, which has made it a common connection between Central Asia and worldwide markets. This has been reflected in numerous travel and transportation understandings between Iran and CA states (Peimani, Hooman: 1998). A large portion of the Iran's neighbors are the home for United States army installations. The occasions of 11 September, 2001, and the consequent USA attacks in Afghanistan and presence in the states of Central Asian brought about an extra decay of Iran's security surroundings (Blank, S).

**Iran’s Interests in Central Asia**

Iran has critical financial diversions in southwestern region, in spite of the fact that its general energy is restricted and its key investment lie generally in the Gulf area and Levant. Iranian topography manages Central Asian accessed to the Persian Gulf, and Iran has been an imperative travel route for provincial merchandise, for example, Uzbek cotton (Cordesman, Anthony H: 28). Tehran's investments in Central Asian region are predominantly to protect solidness, to reinforce monetary collaboration and to rise as a major territorial force (Mesbahi, Mohiaddin: 2004). Iran expects to create relations with Central Asia so as to guarantee its security, political, monetary investments and has not instigated the savage topple of the locale's mainstream administrations (Kavalski, Emilian).

**Relations between Iran and Kyrgyzstan**

Relations between Iran and Kyrgyzstan initially remained at more modest level than in other cases. Diplomatic relations were established in May 1992 and Kyrgyz embassy in Tehran was opened in mid-1996. Relations between the two countries has significantly expanded since 1994 (Menashri, David: 2010). Two-sided relations between Iran and Kyrgyzstan were pretty much even and to a degree loose. The two nations consented to treaty on collaboration in the circles of transport, traditions, financial and trade relations. Two nations connect in the circles of culture, education, travel, accounts, traditions, war on trafficking and wrongdoing as a rule. They offer one another mechanical and farming merchandise alternate and the need of Iranian corporations took part in development of a thruway uniting Bishkek and Osh. Both states were relatively isolated both geographically and diplomatically. Iranian-Kyrgyz relations are agreeable, despite the fact that
they have restricted effect on the indispensable general interests of whichever country. Not Iran or Kyrgyzstan calculates vigorously in the other's external strategy calculus. The concentrate in the between Kyrgyz and Iranian authorities are on enhancing two-sided trade, which the foreign minister of kyrgyzstan declared may rapidly touch $1 billion (Ahmadinejad calls for fresh global economic order). A great part of the Iran-Kyrgyzstan affiliation is restricted to this sort of benevolent however deliberately insignificant diplomacy.

**Relations between Iran and Kazakhstan**

Diplomatic relationships between Kazakhstan and Iran were started on January 29, 1999. Embassy of Kazakhstan in the Iran was opened in 1993. Embassy of the Iran in the Kazakhstan was opened in 1992 (Kazakhstan-Iran relations). Iran and Kazakhstan have cordial and neighborly relations. Both states have common state interests in ranges such as, transportation, combating terrorism, energy, drug trafficking, and farming (Ahmadinejad Sees Brighter Future for Iran Kazakh Ties). More than 60 interstate, intergovernmental, interdepartmental agreements and documents are signed between states. As the sphere's top maker of uranium, Kazakhstan has an exposed enthusiasm for extending its business market for common atomic energy, and would most likely be willing to offer uranium to Iran if universal approvals were fallen (Peyrouse, Sébastien; 2012).

Tehran views Kazakhstan as a nation with agrarian, an extensive industrial, and scientific potential. It imports from Kazakhstan, metals, grain, and oil items. Kazakhstan in its chance is keen on headway of financial and trade collaboration and political dialog with Iran. The respective trade between the two nations has developed to $2 billion over the late years. In trade, Kazakhstan imports Iranian nourishment items (Kazakh-Iran economic and trade cooperation to ease tension in the region). The two nations are presently accomplices in joint gas and oil tasks including development of a pipeline joining Kazakhstan, Turkmenistan, and Iran, which would provide Astana admission to the Asian marketplaces. There is strain, be that as it may, between the two states on the matter of the position of the Caspian Maritime. Both have an offer of the seabed's assets and both benefits from the inconceivable oil saves there (Fitzgerald, Erin and Vira, Varun.: 2011).

**Relations between Iran and Uzbekistan**

The Islamic Republic of Iran created discretionary relations with the Republic of Uzbekistan on 10 May, 1992, commonly helpful and agreeable relations reinforced (Fard, Ali Sardani; 2014). They were creating relations on the standards of shared regard and profit to the memorable and social ties
between the two nations. The two nations has so far marked almost 50 intergovernmental and interagency concessions to collaboration in the fields of trade, transport, Industry and economy, which focused the headings of association (Jafarova, Aynur; 2014).

Iran-Uzbekistan relations has establishes in the social and recorded ties between the two nations. Uzbekistan is Central Asia's most crowded nation, given that relations has not generally been smooth between the two nations. Uzbekistan's support of U.S. activities at containing Iran, its obvious eagerness to collaborate with the United States in security matters, and its interfering in the issues of Tajikistan has all helped a hazardous relationship between the two nations (Mesbahi; 2004). Anyway the Uzbek-American association has lost a lot of its substance particularly after 2005, when the Uzbek government asked America to withdraw its troops from the nation. From that point forward, the relations between Uzbekistan and Iran have been enhancing bit by bit (Kavalski, Emilian).

Financial relations between Iran and Uzbekistan are situated chiefly at the utilization of Iran as a travel point for Uzbek trades. As a landlocked nation, Uzbekistan has become subject to ports of Iran to encourage the transport of its cotton, which is the nation's second-positioned export item (Cordesman, Anthony H). Iran provides Uzbekistan a smaller route to the Persian Gulf locale over Iran’s ports of Bandar-Abbas, and Chabahar on the Indian Ocean coastline. Iran in its chance is allowed to exports its products to Central Asia and the Commonwealth through Uzbekistan (Iran-Uzbekistan cultural ties good ground for cooperation). Trade turnover between Uzbekistan and Iran exceeded US$350 million in 2013 and are planning to increase trade turnover up to US$1 billion (Trade turnover of Uzbekistan and Iran exceeds US$350m in 2013). Iran is Uzbekistan’s sixth largest trading partner (Daly, John C. K: 2008).

**Relation between Iran and Tajikistan**

Iranian and Tajikistan ties are a natural continuation of common history between the two nations. At the point when Tajikistan announced its autonomy in 1991, Iran was the first nation to start political relations with Tajikistan on 9 September, 1991 (Elik, Suleyman). The Iranian government office in Dushanbe was started in January 1992, and Tajikistan started its Embassy in Tehran in July 1995 (Jani, Feruza: 2009). Among the recently autonomous conditions of Central Asia, Tajikistan possessed an uncommon spot for Iran. They are nearly connected by many strings of joint history and society, literature and solidarity of language (Rubenstein, A and Smolansky, O.; 2004). Iranian President, Mahmoud Ahmadinejad in 2006, portrayed the
association in the middle of Iran and Tajikistan as likened to one spirit in two bodies (Fitzgerald, Erin and Vira, Varun).

The legal base of bilateral cooperation has established a strong foundation for strengthening and developing relations in various spheres. About 150 important Memorandums of Understandings, intergovernmental and interdepartmental agreements were signed over the past period in the areas of trade, economy, Industry, energy, investment, culture, transport, gas and oil etc (Trade and economic relations between the Republic of Tajikistan and the Islamic Republic of Iran: 2014). Iran helped essentially to Tajik base improvement, highways contributing in railways, and hydroelectric tasks about the nation. The Sangtuda-2 hydro-electric plant beside the Vakhsh Waterway, which started in 2011, was funded with some $180 million in Iranian reserves (Akhuonova, Laleh Yunus: 2011). Iran additionally funded over a large portion of the development charges for Tajikistan's $40 million Anzab tunnel (Cristiani, Dario: 2010). Numerous private Iranian corporations are active in Tajikistan, constricting with the Tajik Ministry of Energy in 2011, to assemble a concrete plant and a coal force plant for an aggregate expense of $500 million (Sodiqov, Alexander; 2011).

Relations between Iran and Turkmenistan

Subsequently the failure of the Soviet Union, the Islamic Republic of Iran was the first country to recognize Turkmenistan’s independence on 27 October 1991 (Atai, Farhad and Zizi, Hamidreza: 2012) and both states signed a preliminary protocol on the establishment of diplomatic relations in February 1992 (Anceschi, Luca: 2009). Turkmenistan is the only republic in Central Asia which has both maritime and land borders with Iran, its position as a gateway for Iran to Central Asia. Iran and Turkmenistan have marked in excess of 160 two-sided documents on collaboration previously, and that there have been huge accomplishment in fortifying financial participation, including participation in the energy, gas and oil industry, and the travel of electricity in the zone of transport and industry (Ambassador: Iran-Turkmenistan Relations ’Exemplary: 2010). The Iran-Turkmenistan trade turnover reached some $5 billion in 2013 and the two states plan to boost trade turnover by 100 percent reaching $10 billion (Iran, Turkmenistan agree to expand transport cooperation: 2014).

Turkmenistan has broad hydrocarbon saves, energy figures broadly into both reciprocal financial collaborations. For sure, Iran's relations with Turkmenistan were developing in the zone of petroleum exports. In 2006, Turkmenistan gave 282.5 billion cubic feet of gas to Iran, and in July 2009, Ashgabat and Tehran consented to grow Turkmenistan's yearly volume of gas
transfers to Iran to around 1.4 bcf every day from a past contractual volume of 800 million cubic feet (mmcf) every day (Adibi, Siamak: 2010). The increment would be transported by means of another pipeline from the Davletabad field to Iran, however the field had a while ago been held solely for conveyances to Russia. The neighbors introduced the Davletabad-sarakhs-khangiran pipeline in 2010 (Fitzgerald, Erin and Vira, Varun).

**Iran and U.S. rivalry toward Central Asia**

After the breakdown of the USSR, the United States and other western ally voiced solid worry that Iran would look to seek after a subversive and adventurist approach to fare its image of Islamic government to Central Asia and the Caucasus (Cornell, Svante E). American desired to control and dominated in the Caspian region, as part of the US global efforts to surround and isolate Iran (Yuldasheva, Guli: 2008). Central Asia is an alternate range, where Tehran was trying to extend its provincial impact, while U.S. is looking to block Iranian suggestions to the previous Soviet republics. Central Asia was one of the minimum coordinated area on the planet, notwithstanding, American-Iranian rivalry is molded as much by their individual relations with each of the states as by territorial contemplations (Fitzgerald, Erin and Vira, Varun). United States also supported to Turkey for countering Iranian influence in this region.

The foundation of the American military vicinity in Central Asian region and Afghanistan after 11 September, 2001, straightforwardly tested Iran's security and agonized over the aftereffects of U.S. vicinity on its doorstep (Cornell, Svante E). United States interests in the area by encompassing Iran with US companions and partners, in spite of the fact that Iran likewise has picked up from the American-drove annihilation of the Taliban and alliance actions in Iraq. Iran sees the American sponsored Baku-Tbilisi-Ceyhan channel and its territorial security vicinity as a feature of United States endeavors to make Central Asia a piece of a hostile to Iranian coalition. Amid the 1990s, Russia and Iran had comparative investments in holding their impact in the Caspian area by blocking the development of Unites States furthermore Western impact. They likewise restricted the United States consolation of Turkey's part in this area. They utilized the matter of the position of the Caspian Maritime to thwart Western oil improvement endeavors (Nichol, Jim: 2010).

**Conclusion**

Both Iran and the Central Asia states are potentially endowed with vast reserves of energy resources. Due to its strategically vital location, Iran has maintained amicable economic relations with the CARs. Presumably, mutual trade is very likely to double if the ongoing Iran nuclear deal succeeds.
However, Iran is somehow apprehensive that Central Asia states could well outclass it in the near future given their burgeoning oil, gas and coal deposits. Arguably, such a stumbling block would be less obstructive because Iran quite enjoys historical, cultural and religious affinities with the region. Central Asia is a region of vital importance for Iran on many fronts, Iran can exports its finished goods to the region, and it can also work with some regional countries aimed at clamping down upon disruptive terrorism and militancy. For Central Asia states, Iran would be an inexpensive and easily accessible seaport so as to export and import goods because Gwadar seaport is mired with some sorts of problems such as insurgency in deteriorating law and order in Balochistan whereas Balochistan can play dynamic role in the relations with Iran and central Asian Republics if law and order situation can be maintained and Government of Pakistan focused on rights of indigenous Baloch people and equal distribution of wealth. Moreover, if the Iran nuclear accord succeed, it will create convergence of interests between the US and Iran in the Central Asia region. If the same deal instigates no fruitful results, it is highly likely that both the countries would remain at odds and loggerheads calculated to maximize their very national interests.

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Factors Effecting the Enrollment rate of physically disabled children in Quetta, Balochistan

Amina Aziz Mengal¹ & Dr. Mumtaz A. Baloch²

Abstract

This paper elaborates the institutional and socioeconomic factors that effected the enrollment rate of physically disabled children in Quetta, district of Balochistan. The first section explains the general scenario of the policy instrument and major problems faced in improving the quality of education for the physically disabled children. The second part highlights the institutional and socioeconomic factors that influenced the enrollment rate of PDC in the study area. The required data and information were randomly gathered from 100 households where the physically disabled children lived. The primary data was collected through household questionnaire survey, group discussions, semi structured personal interviews and observation. On the other hand, secondary data included books, journal articles and websites. Data were analyzed using the Statistical Package for Social Science (SPSS). The linear regression model was applied to analyze the factors effecting the “enrollment rate of physically disabled children” at primary level. The findings of this study revealed that the centralized policies and a number of socio-economic and institutional factors seemed to have significantly affected the enrollment and quality education in the case of physically disabled children, in the study area. For instance, there were only few schools functional in entire Balochistan. The other almost 30 districts of Balochistan lack the facility to educate the PDC. The crux of the findings reflected that as the number of PDC (boys and girls) increased at household level, the enrollment rate eventually increased. On the other hand, the enrollment rate decreased in join family system as well as where both the school teachers and family members treated physically disabled children with harsh behavior. We argue that only awareness and motivation could not help in improving the enrollment rate in the case of physically disabled children. We recommend the concerned organizations and authorities to develop and ratify specific

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policies and provide the required facilities to schools, including sufficient budget; and streamline the academic planning, effective monitoring and evaluation system. There is an urgent need to provide assistive devices and the immediate needs to rehabilitate all the enrolled and dropped out children in study area.

Key words: Education; Physically disabled children; Enrollment; Quetta, Balochistan

1. Introduction

Disabled children equally deserve all the rights of the society, education in particular (SOWC, 2013). Investing on disabled children’s nourishment, health and education with justice broadens the capacities of growth and development of nations and yields long-lasting returns for the entire society (UNICEF, 2012). According to the article 37-B constitution of Pakistan, 1973, “the state shall remove illiteracy and provide free and compulsory primary and secondary education within minimum possible period” (GoP, 2003). Likewise, in 2010 the 18th amendment introduced its article 25a with the same promise to free and compulsory education to all of the age of five to sixteen, but still despite strong economic growth in Pakistan, Balochistan in focus could not get satisfactory progress due to declined budget allocation in education sector. Pakistan could not complete this promise entirely and failed to spend on its amenities to guaranty primary education and decrease dropout occurrences mostly due to economic constraints and mismanagement (GMR, 2007). Subsequently, the school enrolment rates are slow (Mukhtar, 2013; Zakar et al., 2013). Several institutional factors have affected the schooling of physically disabled children, such as, and poor management of school, inadequate infrastructure; rigid pedagogy and curriculum, untrained teachers, negative attitudes of teachers (World Bank, 2011). Studies showed that children with disabilities have been ignored at all levels, mostly in developing countries (Save the children, 2002; Hyford, 2012; SOWC, 2013; OOSC, 2014). Children with disabilities perceived to be causing psychological challenges for their parents and society in developing countries (Matt, 2014). In such families, disabled children have been neglected they taken as burden. Parents prefer to keep disabled children at home all the time (World Bank, 2011). They think schooling of these children is just wastage of time and money. Often, parents’ low confidence regarding their children with disabilities averted them to be enrolled in schools (Korevaar, 2007; UNISEF, 2014). Studies showed that Physically Disabled Children (PDC) from poor households less likely to be enrolled in schools (Hillasted, 2014).
Consequently, disabled children have remained out of schools (World Bank, 2011; Hyford, 2012; OOSC Report, 2014). Poverty and unawareness at household level articulated to be the major reasons affecting enrolment rate of physically disabled children in developing countries including Pakistan (Hillman and Jenker, 2004; UNICEF, 2012). In addition, parents are trapped in severe poverty and unable to feed their children effectively, provide them with basic requirements (UNICEF, 2012).

This study aims to analyze the institutional and socio-economic factors that effected the enrollment rate of physically disabled children in Balochistan, Quetta District particularly. Balochistan, in particular with its lowest educational institutions and lots of challenges showing a grim picture to make possible the access to education for the physically disabled children (ESP, 2012; BESP, 2013). Analytically, the low and slow enrollment rates of children with disabilities entailed in Pakistan with numerous barricades such as, social inequality, unawareness and cost barriers, and lots of institutional obstacles like schools long distance, lack of physical facilities, negative attitudes in schools (http://www.unicef.org/rosa/inclusive_consolidated.pdf; Khan, 2011; Hameed and Fazil, 2011; UNICEF, 214). In Balochistan there are four separate government schools for disabled and only two of them are functional. This is not enough for the marginalized group of the whole province (BESP, 2013). This situation undoubtedly effects on enrollment rate of PDC in Balochistan (http://www.sparcpk.org/SOPC-2013/Education.pdf; PPAF, 2012). The Commission on National Education and National Policy for Person with Disabilities 2002, seem somewhat disconsolate when they examined with respect to insignificant rates of enrollment and overwhelming dropout cases in Pakistan (Ahmed and Yousuf, 2011; UNICEF, 2014; Single, 2015). Children with disabilities ostensibly have fewer chances to attend school (World Bank, 2011). Inappropriate policies, social discrimination, and cost barriers create hurdles in educating disabled children and also affected the enrolled rate and resulted dropout (World Bank, 2011).

2. Study Area

Quetta District, the capital of Balochistan was selected as the study area for this research. Excepting both the sampled schools for physically disabled children in Quetta city, almost all other were surviving or non-functional in Balochistan for instance, in Mastung, Khuzdar and Turbat. Moreover, the Ministry, Social Welfare Directorate, Social Welfare Departments, including policy makers and the authorities are established in Quetta city. Government organizations and I/NGOs that aim to support the education for the physically disabled children are also based in the district. Quetta is adequately populated
with different ethnic groups (Baloch, Pashtoon, Sindhi; Panjabi and Hazara) of Pakistan therefore it portrays the potential and challenges of all ethnic groups without taking care of race, cast and language, in the case of education for the physically disabled children.

3. Methods of Data Collection and Analysis

According to the Social Welfare Department (Director General Office), in entire Balochistan there are almost 6 government schools, established for disabled children. “Excepting both the sampled schools in Quetta city for physically disabled children, almost all other are just surviving or nonfunctional in Balochistan. However, a reconnaissance survey was conducted in June 2016 to understand the situation of both the schools in Quetta namely, Chiltan Special Education for Physically Handicapped Children Sariab road, and Education Complex for Special Children Brewery road. During the reconnaissance survey required secondary data was collected such as, enrollment and dropout rate of PDC, number of teachers and schools’ facilities.

Out of 200 households where physically disabled children lived, 100 were randomly selected from both the schools’ record. Initially, 10 questionnaires were pretested and modifications were made appropriately. Pretested questionnaires have not been included in the sampled population. Almost half of parents were invited consecutively in schools where questionnaires were filled out. On the other hand, 50 households were approached by the support of school staff and questionnaires were filled. Almost all required quantitative data was collected through household questionnaire survey. For instance, annual income of household, type of family, number of disabled children, number of children enrolled and dropout cases, number of physically disabled boys at household not enrollment in school, number of physically disabled girls not enrolled in school and attitudinal differences, hindrances encountered and suggestions. Additional information was gathered through key informants such as, Director General of Social Welfare Department, principals, and teachers of both the schools and a few elder students. Four focus group discussions were also held, two with teachers and two with parents. Each focus group discussion comprised on 6 to 8 persons. We collected the important information through observation that included the attendance of teachers and students in schools, teachers’ behavior with students facilities provided. The quantitative data was analyzed through Statistical Package for Social Sciences (SPSS) using the linear regression model (“Enter Method”) to analyze the factors effecting the “enrollment rate of physically disabled children” at primary level.
4. Results

Our findings reflected that as the number of PDC (boys and girls) increased at household level, the enrollment rate eventually increased. In households where dropout occurred, parents surprisingly played an important role to prevent more dropout experiences. On the other hand, the enrollment rate decreased in join family system as well as where both school teachers and family members treated physically disabled children with harsh behavior. Similarly, poverty has significantly affected the enrollment rate of physically disabled children. It happened because almost half of household heads relied on daily wages and could not earn a reasonable amount to bear their children’s education expenses.

4.1 Factors influenced the enrollment rate of PDC

The linear regression model (“Enter Method”) was found ‘best fit’ to analyze the factors effecting the “enrollment rate of physically disabled children” at primary level, in Quetta, Balochistan. Therefore, 15 assumed and hypothesized independent variables were included in the model. The model detected six (6) variables that significantly influenced the enrollment rate of physically disabled children (Table 1).

Model Specification

The model is specified as follows:

\[ Y = b_0 + b_1X_1 + b_2X_2 + \ldots \ldots + b_nX_n + u_i \]

\( Y = \) Enrollment rate of Physically Disabled Children (at household level)

\( b_0 = \) Constant

\( b_1-b_n = \) Coefficient of the independent variables

\( u_i = \) random term

4.2 Results

According to the model, these variables were responsible for significantly influencing enrollment of physically disabled children. The model revealed that 84% of the variation.

Model Summary

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>.932a</td>
<td>.869</td>
<td>.845</td>
<td>.24691</td>
</tr>
</tbody>
</table>
4.2.1 Positively associated factors influenced the enrollment rate of PDC

Four variables were positively associated namely, (X)\textsubscript{8}, total number of PDC in household, (X)\textsubscript{11}, number of physically disabled boys at household not enrollment in school, (X)\textsubscript{12}, number of physically disabled girls not enrolled in school and (X)\textsubscript{13}, total dropout cases in household. “Total number of PDC in household” proved to be one of the influential factors in increasing enrolment rates in the study area. Moreover, “number of physically disabled boys at household not enrolled in school”, “number of physically disabled girls not enrolled in school” and “dropout cases in household” had become challenging examples for parents and households which influenced parents to enroll their children in schools, in Quetta Balochistan. Findings depicted that on an average there was 1% of physically disabled child enrolled in schools; while there were 2% of disabled children in the sampled population (100 households). Analytically, it means 50% PDC were not enrolled in schools. Gender wise, there were 54% of boys and 46% girls.

4.2.2 Negatively associated factors affecting the enrollment rate of PDC

Two factors namely, (X)\textsubscript{5}, type of family and (X)\textsubscript{14}, attitudinal differences were found to be negatively associated with the enrollment of physically disabled children in the study area (Table 1).

Findings of the study showed that 84% of families lived in joint family system while only 16% in nuclear. The annual income of joint family was very limited as on average there was only one person earning while 7 persons were dependents. In other words, poverty and lack of resources affected the enrollment rate of physically disabled children. In addition, 79% of household heads including elder children enrolled in schools informed that teachers seemed to have been failed to behave well with students enrolled in schools. Results illustrated that 14% of physically disabled children enrolled schools were trapped with attitudinal challenges/stigma and discrimination. Consequently, the diffusion of such information at household and community level caused low enrollment.

Table 1 Regression coefficients of variables influencing the enrolment of PDC

<table>
<thead>
<tr>
<th>Variables</th>
<th>Description</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td></td>
<td>-2.053</td>
<td>.402</td>
</tr>
<tr>
<td>X\textsubscript{1}, Household head’s age</td>
<td>Number</td>
<td>.001</td>
<td>.003</td>
</tr>
<tr>
<td>X\textsubscript{2}, Education</td>
<td>1 if literate; 0 if illiterate.</td>
<td>.062</td>
<td>.058</td>
</tr>
<tr>
<td>X\textsubscript{3}, Occupation</td>
<td>1 if has a job or business; 0 if daily wages</td>
<td>-.019</td>
<td>.063</td>
</tr>
<tr>
<td>X\textsubscript{4}, Annual income</td>
<td>Number</td>
<td>-4.304E-8</td>
<td>.000</td>
</tr>
</tbody>
</table>
5. Discussion

Being the signatory country of Millennium Development Goals Pakistan is committed to achieve 100% primary enrollment rate. However, the study revealed that almost 50% of PDC were not enrolled in the study area. It happened mostly due to extreme poverty, long distance of schools, lack of transportation, discriminatory attitude of society and lack of basic facilities in school. In Balochistan the standard of education seemed to be very challenging due to poor monitoring system, low budgetary allocation and deficiency of facilities in schools established for physically disabled children (ESP, 2012; BESP, 2013). Statistics discloses that in whole province there are 1.77 million children out of 2.6 million children of the age of 5-16, still not enrolled in school. In spite of all the national policies the enrolment level of PDC in school could not rise in different areas of the country, which is one of a biggest debatable and critical issues (Ahmed, et al., 2011; Ahmed and Yousuf, 2011; Singal, 2015). There were many factors hypothesized to be influencing the enrollment rate of the physically disabled children; for instance, socioeconomic conditions (education status of parents, household annual income, attitude of family members and teachers). Likewise, many institutional factors effected the enrollment rate; such as, teachers’ behavior, school facilities, transportation facility and the major needs such as, wheelchair, uniform, physiotherapy facility and the overall rehabilitation requirements for the physically disabled children.
5.1 Institutional factors influencing the enrollment rate of PDC

In fact, several institutional factors influenced the enrollment rate of physically disabled children in primary level, in Quetta Balochistan. In the case of physically disabled children only the awareness and motivation cannot work well to improve the enrollment but it requires to ensure provision of the needs of the PDC for instance, wheel chairs and other assistive devices, convenient transportation, uniform, refreshment facility during school and all medication facilities including physiotherapy. The key informants in Social Welfare Directorate informed that in entire Balochistan “there are only two schools for PDC functional in Quetta city. About 4 other schools established in other districts for instance, in Mastung, Khuzdar and Turbat. Moreover, there were no as such scholarship opportunities, mobilization and motivation campaigns which could eventually stimulate parents to enroll their physically disabled children.

National Policy of Pakistan, for Persons with Disabilities 2002 orates to expand public awareness and family based guidance regarding rehabilitation and education of disabled children. However, number children are deprived to be enrolled in school due to parents’ illiteracy and poor awareness (Mengal et al, 2016). The study revealed that even a few parents felt hesitant to send their physically disabled children to school with the view that “education for these children is just the wastage of time and money. Because they with their disability will not be able to get jobs and earn a livelihood in future. To what level we can educate our disabled children? Even the able people cannot have access to job opportunities, and equal rights in our country. Moreover, there are no such schools available to educate them even till master level.

Attitudinal effects on enrollment

The harsh ‘attitude’ both at school and household level equally influenced the enrollment rate of PDC and caused dropout. For instance, family members, illiterate parents in particular and school teachers including staff somehow discriminated and stigmatized physically disabled children. It is the equal right of disabled children to go to school like children without disabilities. “UN Convention on the Rights of Persons with Disabilities” states to all of its signatory countries to prohibit discrimination and biases of disabled children. In fact, physically disabled children were never reluctant to be enrolled in schools, in the study area. During the field survey it was observed that educated parents enthusiastically enrolled their PDC compared to illiterate household heads. The findings of the study agree with Khatoon 2003 and Singal, 2015 that the attention on all the basic needs of disabled children in institutions, despite different policy recommendations, deficient and
unsuitable. Nevertheless, enrollment rate could have been significantly improved subject to the provision of required facilities to the physically disabled children. For instance, children were using very miserable condition of wheelchairs and even some were totally deprived of this facility. When asked, one of them narrated “I live in hostel and daily use to cross a long distance to approach my classes with the help of my crutches. It is too hard to walk for a long distance and cross lots of ups and downs of the way daily. Sometimes I get injuries on my hands and armpit by using the crutches. But, what can I do? I do not have a wheelchair to reach to school easily”.

5.2 Socio-economic factors effected the enrollment of PDC

The extreme poverty, dependency, over-population; and schooling expenses appeared to be major factors that affected the enrollment rate of physically disabled children, in the study area. The findings of this research agree with many studies (Global Monitoring 2007, Mukhtar, 2013 and Zakar et al., 2013).

Population of PDC at household level

Inclusively, the findings of this study illustrated that enrollment rate arithmetically went up where the number of physically disabled children increased at household level. Likewise, it stimulated parents to enroll both the boys and girls in schools (Table 1). The results of the analysis showed that there were average 2 disabled children in each household. On the other hand, only one child was admitted in school.

Type of family

The findings revealed that the “joint family system” appeared to be one of the major challenges that negatively affected the enrollment rate. The crux of the scenario showed that almost all families were poor living in joint family setup. In addition, dependency level at household level (7 persons) taboos and past experiences where physically disabled children had become mostly dependent appeared to be additional challenges which influenced the enrollment rate of PDC.

Dropout cases

The reviewed literature indicated that the ‘enrollment’ and ‘dropout’ seem to be antagonistic in nature. However, the results of this study showed that the “total dropout cases in household” surprisingly witnessed to be improving the enrollment rate in the study area (Table 1). It happened as parents who experienced dropped out children in family and they had become dependent family members and gone beggars. A few parents explained during the focus
group discussion that “we have enrolled our physically disabled children to skip the challenges that already been experienced”. The findings showed that 7% of physically disabled children had dropped out from in the study.

6. Conclusion

The crux of the results depicted that there was a great difference between policy and practice. There were only few schools functional for physically disabled children in entire Balochistan. In other almost 30 districts of Balochistan there were no schools to educate the PDC. Nevertheless, the study found that the enrollment rate increased where the number of physically disabled children increased at household level, in Quetta Balochistan. Families who ‘experienced dropped out incidents and lived in premises of schools appeared to re/enroll their children in schools. However, it was observed that PDC living far away schools’ premises seemed to have not availed the opportunity to be enrolled in the very limited number of schools. Teachers and school staff in particular and family member stigmatized and discriminated the physically disabled children for instance, some teachers and household heads narrated “most of disabled girls forced to drop out by school teachers and parents due to growing age and co-education. Such traditional practices eventually played a significant role in reducing the enrollment of PDC. The joint family system entailed with chronic poverty and increasing level of dependency. In miserable conditions, parents could not bear the schooling expenditures. Consequently, they did not enroll their children. Thus, we argue that the awareness and motivation could not help in improving the enrollment rate in the case of physically disabled children but it required to ensure provision of the immediate needs of the PDC and schools.

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Modeling of Education Performance Evaluation for Universities of Balochistan

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Abstract

With increased access to higher and tertiary education across the globe and in particularly the underdeveloped regions of the world, there is a strong need to incorporate the heterogeneity of socio-economic factors for education performance evaluation. The paper with the uniqueness of this concept is applied on the students of underdeveloped region and identified the key factors affecting students' overall performance in their Cumulative Grade Point Average (CGPA). Orbit Probite Model is used with discrete regression and probabilities to achieve the objective of the study. Data was collected from the students of five selected universities in the most backward province of Pakistan. The result of the modeling demonstrates the strong correlation of socio-economic factors with the students’ overall performance and CGPA. Marginal effects of these socio-economic factors revealed the strong impact and augment the students’ performance in a significant manner. Interestingly, the education of the parents have significant role in students’ performance especially with high impact of education of mothers’. This is followed by the other key variables like social background of families and the household income. The other factors like quality of teaching, study hours and technological facilities which are universally defined are also proven by the study. However, the impact of these factors is largely subject to former socio-economic features. This emphasizes on policies to create the culture of education from primary to tertiary level in the underdeveloped regions with focus on creating linkage from the bottom to top. The results of the study have important contributions for the universities, policy-makers, and other relevant stakeholders.

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Introduction

Globalization and the standardization of education performance do not influence the education standards in developed countries but have significant and identical impact on developing countries and their sub-territories. However, it is noted that implementation of such standardization of education performance particularly in the higher education segment are being delayed to a large extent. For the most part, reasons behind are existing teaching modalities and slump education qualities particularly in the context of developing and underdeveloped countries. Proliferation of high standardization of education performance with low featured human capital, the disintegration and disconnection between secondary, higher and tertiary education and the adhocism in educational decision and policies are few of the rationale causes behind such failures. Beside these, shortage of resources, inconsistent policies and deficiency in political determination have made it difficult for the countries to achieve desired education standards and targets (Saeed, et al. 2015).

Study Rationale & Objectives

Education policies have been the centre point and an important aspect of public policy in the new millennium. However, these policies have yet to address and overcome the obstacles for the standardization of education policies. One of the main reasons behind such failure is the heterogeneity that has emerged from different socio-economic conditions within a country or region. Beside individual characteristics, potentiality and abilities, the educational background, and quality of education with other social characteristics differ the human capital of one region with another. The existence of the educational gaps between various sub-regions and the twisting education standards led to a loss of social welfare. These indicators point towards the divergence of teaching modalities and performance indicators within the regions and sub-regions.

Contemporary Pakistan is facing many problems and one of them is low quality of human capital. Human capital is largely influenced by the governance framework and the environment within which it is deployed (Ali et. al , 2015). And education is the main ingredient of social capital that allows measuring of the level of development in a particular society (Saeed,
et al. 2015). Thus, the key and foremost input identifying the quality and the potential of a human capital is the education. Human capital is widely accepted and considered as the essential determinant of development and led to improved standards of living.

This study is an attempt to address these concerns which affect the overall education performance at tertiary level in the province of Baluchistan, Pakistan. Balochistan is one of the poorest and the most backward provinces wherein both absolute as well as relative poverty exists widely. Similarly, the quality of human capital in Balochistan is also worse as compared to other provinces of Pakistan. In the last one decade, there have been consistent policies at federal and provincial level to improve the quality of human capital in the province and attempt to eradicate poverty through education. In this context of tertiary education, the Higher Education Commission (HEC) had established number of universities in Balochistan that allow the province youth to access the tertiary education. This has led to consistent increase in university graduates in the recent years. However, the post university outcomes in the form of professional and executive work opportunity for these university graduates are considered dismal because of low education quality and performance indicators.

The main objective of this study is to highlight the socio-economic factors which have significant impact on the probability to attain and achieve high CGPA. This study also draw attention to those areas which affect students’ CGPA and provide guidance to university administrators, policy makers, and other relevant stake holders to improve the capabilities and make the tertiary graduate competitive for the professional and executive work environment across country and beyond borders.

**Literature Underpinning**

The standardization of education outcomes has largely affected the criteria to evaluate the education performances. Cumulative Grade Point Average (GPA) is one of the standard indicators to judge the ability and efficiency of the graduates. Generally, these indicators are the standard criteria in the employment factor of a university graduate. However, there are various factors which are responsible for students’ higher or lower CGPA. Though very scarce literature exists on the issues of performance measures of tertiary education, research studies on the subject largely surround the identification of performance indicators as well as examining the CGPA as valid indicator for assessing students’ capabilities. Even though there have been some efforts to identify the factors behind student’s university success levels, uniqueness of this study is determination of the socio-economic factors behind university
education outcomes in the form of CGPA. To best of authors’ knowledge, the study is the first effort with respect to existing literature on the subject as well as with respect to the developing countries.

Researchers uphold different opinions regarding high CGPA. They come up with a variety of explanations and held responsible different factors vis-à-vis higher CGPA. The following literature speaks up the uniqueness of study as explained in the previous paragraph and mostly explains the impact of academia related factors on students’ educational performances.

Romer (1993) and Durden (1981) are of the opinion that student attendance matters very much to get a higher CGPA. They maintain that absenteeism on the part of the graduates from classes affect their performance such result in lower CGPA. Stricker and Rock (1995) examines the consequences of individual and school characteristics on Graduate Record Examination (GRE) results. They determine that individual characteristics have very little impact on the score while the education level of the parents has effective role in students’ performance. Moreover, they also establish the argument that the school characteristics and quality strongly and positively correlated with GRE score.

Betts and Morell (1998) assert that the features like ethnic origin, socio-economic environment, gender, and family income are the main causes of the differences in the CGPA of the graduate students. Young and Fisler (2000) highlight that in SAT-M exam the performance of male students is much better than their female counterparts. It is because they both belong to different socio-economic backgrounds where most of the female students belong to such families whose incomes are high. Fertig and Schmid (2002) argue that there is a positive relationship between students’ communication skills and parents’ job and education. Urien (2003) establishes that study discipline, individual feature and family background have influence on the academic performance of students.

Smith and Naylor (2004) investigate the impact of school characteristics on CGPA. They discover that those students who have high school with high percent points (i.e. 5.9 percent) and came from a private school, gets higher CGPA at university level.

Horowitz and Specter (2004) uphold that those students who completed their undergraduate studies from religious schools have got higher CGPA as compare to those who came from public and private schools. Cohn et al. (2004) investigate the impact of demographic and socio-economic factors on student performance in South Carolina University. They concluded that white students get higher scores than non-white. They also found that the
performances of female students are much better than their male counterparts and the majority of the female students are able to achieve 3.0 CGPA. Clifton et al. (2004) indicate that the educational environment and the psychosocial characteristics also affect the students’ CGPA. Dayıoğlu and Türüt-Aşık (2007) determine that female performed much better than male students. They document that in Middle East Technical University there are significant gender differences in academic performance among students.

Kiriakidi et. al. (2011) assesses the effect on GPA due to modality choice of teaching i.e. face-to-face or online for the undergraduate working students in United States. The study investigates the impact of the academic factors and education modalities on students’ performance. Meya et. al. (2014) investigates the impact of international student mobility on academic performance in a German university. They revealed that a temporary visit for studying abroad significantly improves the performance in the final due to their exposure to a better foreign university vis-à-vis the home institution. However, they also argued on the difference in grading and transfer of grades could result in change of academic performance at either institution.

**Methodological Framework and Modeling**

As stated in the previous section that this study is unique with two aspects, one is the assessment of the socio-economic indicators i.e. gender, housing, family / household income, education of family members and the social and cultural environment etc. along with the other educational indicators such as hours allocated for studies, students attendance and teachers quality etc. The second important aspect of the methodological part is the investigation and modeling of performance indicator in a developing country Pakistan. Students were approached from the five universities located in the Province of Baluchistan. These include Lasbella University of Water and Marine Science (LUWAMS), University of Balochistan (UoB), Balochistan University of Information Technology, Engineering and Management Science (BUITEM), Sardar Bahadur Khan Women’s University (SBK) and University of Turbat (UoT).

Data was collected from 50 students in each university thus the total number of respondents were 250 students. The questionnaire was drafted to incorporate the study objectives and data was collected accordingly. To derive the objectives of the study, we applied the Ordered Probit Model (OPM). The OPM is revealed as follow:

\[ Y_i^* = \beta'X_i + \epsilon_i, \epsilon_i \sim N(0,) \]
If $0^{*} \leq Y_i \leq \mu_0$

$Y_i = 1$  If $Y_i^{*} \leq \mu_1$

$Y_i = 1$  If $Y_i^{*} \leq \mu_1$

And so on……

$Y_i = J$  If $Y_i^{*} \leq \mu_{J-1}$

Where

$Y_i = $ is the observed complement of the $Y_i^{*}$

$\beta = $ is the vector of the coefficient of explanatory variables

$X_i = $ is the vector of all explanatory variables

$\mu_i = $ is distance variable while $\varepsilon_i$ is random error term.

Following Greene (2000), we also assumed that the variance of error term is 1.00.

The variable $Y_i$ is take a value of $J$ if the value of $Y_i^{*}$ falls in category of $J:Y = J$ then $\zeta_{j-1} < Y_i < \zeta_j$, $J = 1, \ldots, J$, where: $\zeta$, is unknown threshold parameters. However, $\zeta$ and $\beta$ will be estimated simultaneously by summing that: $\zeta_{-1} = -\infty, \zeta_0 = 0, \zeta_J = \infty$. Those observation which is $Y = J$ its probability is equal to: $\Pr(Y = J) = F(\zeta_j - \beta'X) - F(\zeta_{j-1} - \beta'X)$.

Where: $F$= cumulative standard normal distribution function, therefore, the effect of explanatory variable on the probability of $J^{th}$ level is as follow:

$\frac{\partial \Pr(Y = J)}{\partial X} = \beta \left[ f(\zeta_{j-1} - \beta'X) - f(\zeta_j - \beta'X) \right]$.

Where: $f = $ The standard normal density function (Tansel 2002).

Finally we estimated the following model by applying the maximum likelihood method.

$PGPA = \beta_0 + \beta_1 X_{1i} + \beta_2 X_{2i} + \beta_3 X_{3i} + \beta_4 X_{4i} + \beta_5 X_{5i} + \beta_6 X_{6i} + \beta_7 X_{7i} + \beta_8 X_{8i} + \beta_9 X_{9i} + \beta_{10} X_{10i} + \beta_{11} X_{11i} + \beta_{12} X_{12i} + \mu_i$

Where

Percentile Grade Point Average (PGPA), to get the PGPA of the students, first we rank the CGPA of all the universities in descending order and then
we divide the CGPA in five categories form last 20 percent to top 20 percent. Thus, the percentile of grade point average is (1=last 20 percent, 2=fourth 20 percent, 3=third 20 percent, 4=second 20 percent, 5= top 20 percent).

- $X_1$ represents the students study hours in a week. We rank the study hours in the form of: 01 to 06 i.e. (1= 1-5 hours, 2= 6-10, 3=11-15, 4=16-20, 5= 21-25, 6 = 26 and above). As we know that study hours is positively related to CGPA. If the students study hours are high, his/her CGPA will be high. Thus the expected sign of $X_1$ will be positive.

- $X_2$ indicates educational level of students’ mother wherein 1=uneducated, 2=basic school, 3=Matric, 4=SSC/ FA/ FSc, 5=University education and above. The expected sing of mother education will be positive because educated mother give much importance to her children education and character building.

- $X_3$ captured the educational level of students’ fathers wherein 1=uneducated, 2=basic school, 3=Matric, 4=SSC/FA/FSc, 5=university education and above. Here, like in case of mother education, it is also expected that father education have positive impact on students CGPA. It is because educated parents give more importance to their children education and help them through consoling and guidance.

- $X_4$ denotes those students they have their own laptop/computer (Dummy variable) (1= student has own laptop/computer, 0=otherwise), laptop/computer help the students to get more and more information from internet, therefore, it is expected that own laptop or computer will have positive impact on students CGPA.

- $X_5$ shows the students participation in social activities in university. We categories the strength of activities such as: (1=minor, 2=less, 3=moderate,4=more, 5=much more). Generally, it is believed that those students who participated in social activities are good students and getting higher CGPA.

- $X_6$ represents the book reading habit of the students wherein 1=none, 2=small, 3=moderate, 4=high. Book reading habits also help a student to achieved high CGPA.

- $X_7$ attendance of the students in classes. We can rank the students attendance as (1=20% and below, 2=25-40%, 3= 40-60% 4=60-80%, 5= 80% and above). Moreover, it is expected that students’ attendance is
highly and positively associated with students CGPA because more the students will attend the classes more they will be learn and hence higher CGPA.

- $X_8$ characterizes family living place wherein 1=village, 2=town, 3=city. Those families who are living in cities, the CGPA of students belong to such families is expected to be or will be high. It is due to the reason that in cities standard schools and qualified teachers are easily available as compare to rural areas of Pakistan.

- $X_9$ represent average income of the family. It is expected that income of the family is positively related to CGPA of the students. The reason behind this assumption is that families with high income level have higher opportunity to invest money on students and admit/enroll them in standard school for education. Furthermore, rich families provide all other necessary accessories to their children related to education.

- $X_{10}$ represent living place of the student, dummy variable wherein 1=dormitory,0= otherwise. Edwards and McKelfresh, (2002) showed that those students who are living in University accommodation have positive impact on their CGPA.

**Results and Discussion**

We reported the results of Ordered Probit Model in Table 1 which shows that study hours, parent education, personal laptop/computer, family resident, family income, gender, interest in major are positively related to CGPA and having correct sign as expected. In addition, all of the variables are statistically significant at different critical levels except social activities participation and book reading habits; though, the variables social activities and book reading habits are negatively associated with CGPA but statistically insignificant.

<table>
<thead>
<tr>
<th>Table-1: Results of Ordered Probit Model</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanatory variable</strong></td>
</tr>
<tr>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Constant</td>
</tr>
<tr>
<td>$X_1$</td>
</tr>
<tr>
<td>$X_2$</td>
</tr>
</tbody>
</table>
The major influence on probability of receiving a higher CGPA comes from the variables of study hours, parents education, own laptop/computer, family resident, family income, gender and interest in major as exhibited in Table 2. Thus, the coefficient of study hours, mother education and father education show that a marginal growth augment the probability of receiving high CGPA by 21.92, 10.26 and 14.32 percent, respectively. Similarly, an incremental rise on personal laptop/computer, family resident and family income leads to an increase in the probability getting upper 20 percentile CGPA by 11.02, 17.02 and 16.20 percent, respectively. Likewise, a marginal increase in gender increases the probability of getting high CGPA in the upper 20 percentile by 16.52 percent which is quite high as compare to impact of other variables on CGPA. The gender variables have very strong impact to getting high CGPA. Similar results are found by Turuta Dayioglu and IK-AS (2007) and Cohn (2004), which argue that CGPA of the female students are more than male students. In the same way, interest in major leads to increase the probability of getting high CGPA by 2.01 percent.

<table>
<thead>
<tr>
<th>$X_3$</th>
<th>0.0170*</th>
<th>$X_{10}$</th>
<th>0.4101*</th>
</tr>
</thead>
<tbody>
<tr>
<td>$X_4$</td>
<td>0.4102*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$X_5$</td>
<td>-0.3601</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$X_6$</td>
<td>-0.1302</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Where: **p<0.01, *p<0.05, * p<0.10

$X_1$ = study hours, $X_2$ = Mother Education, $X_3$ = Fathers’ Education, $X_4$ = Own Laptop, $X_5$ = Social Activities, $X_6$ = Book Reading Habits, $X_7$ = Family Resident, $X_8$ = Family Income, $X_9$ = Gender, $X_{10}$ = Interest in Major

<table>
<thead>
<tr>
<th>$X_1$</th>
<th>PCGA(Y=00)</th>
<th>PCGA(Y=01)</th>
<th>PCGA(Y=02)</th>
<th>PCGA(Y=03)</th>
<th>PCGA(Y=04)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.2010</td>
<td>0.8210</td>
<td>0.0010</td>
<td>0.0771*</td>
<td>0.2192*</td>
<td></td>
</tr>
<tr>
<td>-0.0651*</td>
<td>0.1061*</td>
<td>0.0620</td>
<td>-0.3014</td>
<td>0.1026*</td>
<td></td>
</tr>
<tr>
<td>0.1069</td>
<td>0.0821</td>
<td>0.0652</td>
<td>0.0711</td>
<td>0.1432</td>
<td></td>
</tr>
<tr>
<td>0.7190</td>
<td>0.1090*</td>
<td>-0.2120</td>
<td>-0.8902</td>
<td>0.1102**</td>
<td></td>
</tr>
<tr>
<td>$X_7$</td>
<td>-0.3400</td>
<td>0.0312</td>
<td>0.6110*</td>
<td>0.3041</td>
<td>0.1702*</td>
</tr>
<tr>
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<td>---------</td>
<td>--------</td>
<td>---------</td>
<td>--------</td>
<td>---------</td>
</tr>
<tr>
<td>$X_8$</td>
<td>0.0710</td>
<td>-0.3101</td>
<td>0.2110*</td>
<td>0.1032</td>
<td>0.1620*</td>
</tr>
<tr>
<td>$X_9$</td>
<td>0.2621*</td>
<td>0.0431*</td>
<td>0.2130</td>
<td>0.6031</td>
<td>0.1652</td>
</tr>
<tr>
<td>$X_{10}$</td>
<td>0.0612</td>
<td>0.0431</td>
<td>0.1270</td>
<td>0.5102</td>
<td>0.0201**</td>
</tr>
</tbody>
</table>

Where: ***p<0.01, **p<0.05, * p<0.10

$X_1$ = study hours, $X_2$ = Mother Education, $X_3$ = Fathers’ Education, $X_4$ = Own Laptop/Computer,
$X_7$ = Family Resident, $X_8$ = Family Income, $X_9$ = Gender, $X_{10}$ = Interest in Major

**Conclusion**

As discussed in the previous section, the results revealed the importance of the socio-economic indicators on educational achievement particularly in the underdeveloped regions. Two main aspects of education performances are revealed. Firstly, the socio-economic background has significant impact on the student’s performances. Thus, higher the socio-economic profile and betterment led to higher CGPA and marginal impacts on the students’ performance. The other factors’ like quality of teaching, study hours and technological facilities which are universally defined are also proven by the study. However, the impact of latter factors is largely subject to former socio-economic factors. This emphasizes on policies to create the culture of education from primary to tertiary level with focus on creating linkage from the bottom to top. The probability of getting a high CGPA depends upon parents education is strongly correlated with student CGPA thus reveal the importance of education culture. Another interesting fact is that the families’ income and residence which matters for getting higher CGPA. It is also figured out that if a student devoted more time to study the courses will increase his/her chances to attain higher CGPA, as similar results shown by the earlier studies. The results of the study have important contributions for the concerned universities, policy-makers, and other related stakeholders.
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Hand Embellished Fabrics – An Adoptable Potential to Empower Household Women in Balochistan

Muhammad Siddiq¹ & Dr. Bashir Kakar²

Abstract

The descriptive research study examines the deprived economic conditions of women with possible measures to address the economic fluctuations pertaining to women through traditional hand embellished industry. Economic scarcity with low purchasing power has always been the striking factor for determining the standards of living and direction for social behaviors from individual to global tier. In local context prevailing economic disparities due to scarcity of liquidated financial assets accompany adverse effects on their social inclusions along with economic dependency resulting in little engagement towards decision making. Furthermore, women in rural communities are exploited and extremely vulnerable to the poverty incidence lacking Micro-credit facility for input factors, social restriction on mobility and access to market linkages including gender based discrimination. The devised way forward to address the volatile conditions may include promotion by responsible institutions of endowed skills towards hand embellished fabrics that are relatively in access and well commanded across the male dominated society for centuries.

Keywords: Economic fluctuations, purchasing power, social behaviors, global tier, economic disparities, social inclusions, poverty incidence, Micro credit, input factors, market linkages, gender based discrimination.

Introduction & Background

Balochistan comprises approximately 44% of the total land area of Pakistan but yet revealed as poor (48% of the province’s population) including worst level of rural poverty (51%), 25% of the population has access to electricity. The male literary rate is 18.3% & female recorded as 7%. (Shujaat, July 2015). Balochistan has significant reserves of minerals ranging from coal, marble, copper, Zink and Gold. It has not yet attracted public or private

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investment in proportion to its wealth due to physical, institutional, and regulatory infrastructure. (WB, May 2008)

Most women in rural Balochistan are marginalized by poverty, home confinement, and geographic isolation. They are largely unpaid for their work in agriculture, non-farm activities, household duties, and cottage industry production. Balochistan is a very conservative province and interventions into a community are not easily attained. Concerted efforts are required to bring a change in the attitudes towards women rights and their empowerment in the prevailing conservative and restricted culture. (REPORT N., 2012). Balochistan has its own embroidery stitches, while Afghan refugees have brought their own heritage of different embroidery stitches in silk, gold, and silver thread, as well as shells and mirrors are used in the embroideries of these regions of Balochistan. The cultural environment is the single most important factor influencing the women participation in business (DEEBA, JAN 2011).

The prevalent culture, based on the tribal system and enforced through the tradition of purdah, restricts women’s mobility and participation in social and economic activities. Thus culture assigns women the role limited to reproduction, child care, and household duties which confines them to their homes, while at the same time the culture bestows legitimacy to men’s running of public affairs, production, and economic activities outside the home? (Naz, JULY 2012)

Balochistan is proud of having rich cultural heritage of handicrafts. There are thousands of poor women all over Balochistan who work from home, producing handicraft predominantly embroidery. The unique Balochi embroidery is well known across Pakistan and abroad. There is some variation in apparel among tribes, in specific embroidery designs and in the terminology applied to fabrics and embroidery patterns. There are a number of designs and each tribe has a favorite set of ornaments. Balochi embroidery in its diverse form is done on a vast variety of items including ladies’ dresses, bed sets, cushion covers, tea-cozies, tray covers and dining sets, table cloths, shawls, dupatta (scarf), Balochi cap, jackets, belts, ladies purse, shoulder bags, and many items of decorative ornamentation including Carpet weaving, Tailoring, quilt making, Embroidery, wool spinning (Treasures, 2011).

The majority of women in Balochistan have technical skills in embroidery. They have been practicing needlework for centuries but still their work is not mainstreamed. Women are not getting enough benefits from their work, which does not allow them to encourage development of their skills further. Home producers of embroidery tend to be marginalized by resource
constraints, home confinement and geographic isolation. As a result, despite the quality of their skills being excellent, their products often do not reach markets or cannot compete with more fashionable imported products. Quality tends to be poor as women are unable to interact with the market, products are therefore generally sold into low value traditional markets through buying channels that rely on male family members. Women by and large are therefore unaware of ever growing market opportunities. Sustainable measures to address this supply-demand gap will have significant impact on income and livelihoods of homebound women. (ILO, 2013)

Gender inequality is a common issue for women in Pakistan, especially in the culturally rigid society of Balochistan. Women face severe gender inequities, socio-cultural restrictions, and barriers placing them squarely in their reproductive roles and the home further with the negative mainstream view of society, adversely affecting their mobility and their ability of taking charge of their lives. There are not many opportunities that exist for home-bound women in the rural areas to take on equitable productive roles. (USAID, JULY 2012)

**Literature Review**

Official statistics show women embellishers form a large percentage of the 8.52 million home-bound workers in Pakistan. This number has been estimated by other sources to be much higher. Although the contribution of these homebound workers to the economy is significant, they remain the most unprivileged segment of population in Pakistan. Inputs used for embellishment work include fabrics, threads, buttons, sequins, mirrors, trims and laces, cowries’ shells, and use of these inputs is commonly influenced by the tradition, designs, or customer preferences. Quality and pricing of inputs significantly affect the finished quality of the product, which is highly correlated with pricing of the embellished products and thus the competitiveness of the Women Embellishers to access markets. (PILDAT, 2009)

Eight main segments of the supply chain have emerged and are classified as market types that operate at both the regional and national level.

| Wholesaler | Informal Suitcase Export |
| Small Retailer | National Retail Store Chain |
| Home Boutique | Exhibitions |
| Retailer / Exporter | Formal Export |

On the demand side, the Women embellishers cannot afford the cost of the services. Some embellishers have attempted to introduce the urban-based...
elite designers to the women but in most cases, this proves to be unsustainable due to the high fees charged by these designers. (Elms, 2013)

Whereas downstream actors that are discouraging the value-added services for wastage personal interest with centered major earning role affecting women embellishers are given as.
Wholesalers
Retailers
Home based Boutiques
Formal Exporters/Processors
Briefcase Exporters
National Retail Store Chains/Outlets
Support Organizations
Business Service Providers

Micro-Financing Institutions operating in Balochistan have experienced mixed performance results. Khushali Bank has closed its branches in Sibbi, Nasirabad, Gwadar, and Jaffarabad; Human Development Foundation also closed its microfinance operations in Zhob. The main reasons for closing their branches/reducing operations are apparently defaults in payments and a deteriorating law & order situation and loan repayment behavior. Baloch-belt people do not have the will/tendency to repay loans. Comparatively, MFIs’ performance and scope in the Pashtoon-belt seems encouraging. (PPAF, 2013)

Women do have surplus time after performing household errands for embellishment work. There is a need to further increase their market linkages and outreach so that they can get additional work to optimally utilize their surplus time for income generation. Analysis further reveals that production-related problems faced by Women Embellishers are related to quality inputs issues, awareness on prevailing designs, costing, time management, and maintaining high quality. A comparatively high prevalence of post-production problems indicates a serious need of support on building capacity further and helping them in accessing market linkages and business development services. (Sinha, January 2011)

The traditional hand embroidery work of Balochistan is seen on kameez and shalwar of children and women, on caps, on bed sheets and pillow covers, etc. Those women who are engaged in embroidery work sell their products within the community or to some extent bring their finished work to local
shopkeepers. There exists generally no opportunity for them to sell outside the district. (GoB, 2014)

**Purpose**

- To understand the contemporary circumstances pertaining to the trend of Women Embellishers in Hand Embellished Fabrics.
- To identify potential gaps and opportunities in existing structure that will support interested entrepreneurs to showcase their skills with definite earnings.

**Methodology**

The methodology adopted in this research article is case study method along with desk review of the relevant articles & literature. The scope of the study is limited to Quetta District only because of time and resources constraints. The paper is a descriptive study approach to examine the hand embellished products that are practiced by women in Balochistan aiming to support themselves for better earnings that will ultimately result in social inclusion and economic independence to contribute the graph of decision making impacts in their routine life, besides assessing the trend for the domain focused in terms of their achievements, strengths, weakness and challenges genuinely effecting the concept of value added services to this sector. The author will also attempt to explore the impact of the value chain development in their lives and contribution towards the poor women.

**Constraints & Opportunities**

Drawing cause-and-effect relationships of various constraints, a problem tree provides a systematic approach to understand the core problem of low income women embishers. Low margins and limited access to higher end markets are two major problems attributed to low income, which are caused by inability to produce large quantity, inability to follow samples, lack of skills in designing and innovation, inability to meet timely production and delivery, and ensuring good quality. Lack of access to quality raw material/inputs, lack of access to finance and required business development support services and lack of technical and entrepreneurial skills are the major limitations. (CONTRERAS, 2004)
Low income of Women Embellishers

- Limited access to the national markets
  - Inability to produce large volume individually
    - Lack of Financial Resources (inability to resume risks in case of loss of raw materials of rejected products, shops)
      - Lack of knowledge of MFIs and products
  - Poor Quality (unable to follow samples)
    - Lack of access to quality raw material and quality inputs
      - Lack of technical skills in design and innovations
  - Limited margins or profit due to numerous
    - Lack of access to and information of the market (trend, techniques, supplies)
      - Lack of training in entrepreneurship skills and time management
      - Lack of business management skills (costing, pricing, order management, etc.)
    - Inability to deliver on
      - Mobility constraints (cost, gender, access to market)
In order to increase the income of targeted Women Embellishers, concerted efforts and effective measures are required through various interventions related to capacity building, improved production following market trends, better access to markets, timely delivery, following samples, and minimizing mobility constraints. Coordinated actions and interventions are presented in a solution tree diagram demonstrating logical relationships of various interventions as depicted below:

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Support Women Embellishers in skills training, product development, business training (costing, pricing, conflict resolution, quality assurance, time management, and access to markets)

(REPORT W. E., FEB, 2012)
Conclusions & Recommendations

- Balochistan has scattered population in all the districts. Women are culturally bound to remain home. They do not have access to quality inputs, access to information, and due to long distances women cannot travel out of their villages. Community Facilitating Centers should be established. These will be the place for meetings, sharing and updating information and also a forum for developing linkages with Micro-Financing Institutions and sample development. In these centers groups from the adjacent villages will be able to participate in various activities & owned by the Women entrepreneurs.

- Embroidery is traditionally done at home by most women in Baluchistan with different market opportunities existing locally, regionally, and in international markets. Where quality and design of products that can lead to substantial impact gains by meeting the demands of more lucrative markets, both domestic and international.

- All the linkages of relevant stakeholders and actors of the value chain are based on a win-win situation and market/commercial considerations. Linkages with Small & Medium Entrepreneurs to allow household embellishers to expand their business initiatives.

- Introductory workshops in exploring entrepreneurial skills, product development including tracing and designing, presentation techniques, market/intelligence fashion trends, innovation and diversification in embellished textiles, quality control, and time management to enable women entrepreneurs to facilitate & fully grasp the Production process.

- Training on marketing, business planning, advertising & business management/entrepreneurship using case studies/role model methods. Training on how to identify, train, and collaborate with value-adding services such as stitching, tailoring, dyeing, and input supply services to enable the establishment of a resource pool of value-adding service providers and in-put supply services.

- Training on how to strengthen home-based centers /Common Facility Centers (CFCs) to enable the availability of physical work locations and collective work. Awareness about the current marketing situation in the high-end market of major cities of Pakistan through exploring the current trends, fashion and product line in the high end markets. Analyzing the market needs, demands, usage of fine material & designs by getting information about the points of inputs.
• Community Based Saving Group (CBSG) of Entrepreneurs in order to develop their own committee system (pool their savings) in an organized way. Most of the Women Embellishers belong to poor families. They are constrained to invest money to scale up their business. Access to finance is one of the major problems to address business needs.

• Access to finance is the limited number of MFIs that service the target areas. In Quetta district, there are few micro finance institutions including but not limited to Khushali Bank, First Microfinance Bank and BRAC Pakistan. The banks have their complex terms and conditions such as lengthy procedure, collateral/security deposit, high interest rates, and government official as guaranty person. Even if all the requirements are met, the approval process is too long. This entire process is difficult to be accomplished by a poor woman emblesher.

• Through Providing necessary support and technical assistance in developing a sample bank, promote the hand embellished fabric products to local and national level. Sample preparation is an important tool of marketing of products. Product samples help women embellishers to show their products during market visits, buyer/seller meetings, and in exhibitions. It helps the market value chain actors to decide and order accordingly. Display of their samples in the market will help them to create new contacts with the passage of time. The samples will increase their marketing options through the buyers in markets, shops, and boutiques owner can select and place orders of the selected samples of the products.

• There are a great number of designs, colors, stitches women have been practicing this needlework since centuries in Balochistan but still their work is not mainstreamed as such. Women are not getting enough wages of their work and the low earning did not allow them to encourage this skill. Home producers of embroidery tend to be marginalized by poverty, home confinement and, in the case of rural women, geographic isolation. As a result, although the quality of their skills can be excellent, their products often do not reach markets or cannot compete with more fashionable imports.

• Catalogues and brochures are an important part of the marketing process. These depict style of hand embellishment and differentiation from the machine work. To show and share the product of hand embellished products, women need to have a catalogue of samples that showcase their embroidery reflecting the color, design, and
quality of the material in work. It will help the Women Embellishers to decide and dialogue on their product for sale and order rather it also would help the market players (shops, boutiques, etc.) to see, choose, and decided the product according to the buyers demand.

- Exhibitions are one of the most effective tools in trade promotion. Leading trade centers of the world provide permanent exhibition facilities to encourage buyer-seller interactions among the following key actors:
  - Retailers
  - Business development service providers and
  - Boutiques

- Programming to support the economic empowerment and development of women embellished fabrics producers with the cultural context of Balochistan is not without its challenges and risks. Longstanding traditional differentiation in the role of men and women in the society, underdeveloped market conditions, political and economic instability, and culturally-dictated lack of access to educational and business opportunities for women are among the challenges the Entrepreneur is likely to face.

- There may be value chain players (buyers or input suppliers) that are dismissive of women’s potential higher value contribution within the value chain and/or engagement in market activities. Therefore relationship-building and working with value chain actors to alleviate constraints of various origin. Information and demonstration of the win-win benefits that will accrue to value chain participants will educate and influence market uptake of women’s participation.
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Performance under Stress: City Police, Pakistan
(A Case in Point for Study and Analysis)

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& Ms. Maawra Salam⁴

Abstract

Stress and burnout do have impacts on performance of individuals in the organizations. The city police department of Pakistan is facing law and order challenges especially so under the adverse security environments in the country for the last about one and half decade. Security concerns and their subsequent fallouts ultimately land on the police directly and indirectly. Persistence of such an environment has deteriorated the situation where additional measures have to be put in place. How does ‘stress and burnout’ impact the performance of individuals is the basic theme of this paper. One city district was taken into consideration for the purpose of this research. Data collection was carried out with the assurance of maintaining its confidentiality. It turned out to be fair collection, one cannot claim to be 100% correct; however, its final interpretation and analysis came out to be synonymous to apparent perceptions on ground. Stress and burnout has retarding impacts on the performance of police employees with varying intensity. The paper also suggests remedial measures to overcome the drawbacks.

Keywords: Understanding Stress for Performance Optimization, Pakistan Police

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Introduction

Stress basically refers to any ensuing negative experience due to lack of correlation between job demands and ability of an employee to respond and cope with those demands. When work related demands increase significantly and are difficult to manage, it leads to stress reactions (Schaufeli & Enzmann, 1998). Hans Selye, a pioneer of research on stress, as a student in 1920s, had noted that all patients, no matter what type of illness they were suffering from, looked sick. He saw stress as a response, not as tree environmental stimulus or as a situation where the demand exceeds the individual's abilities to cope. Selye, in 1956, called this response the general adaptation syndrome and identified three stages. He also argued that the body can respond with stress to pleasure as well as pain. Stress can also be defined as a failure to adapt. It occurs when the environment or internal demands exceed an individual's resources to adapt (Lazarus and Launier, 1978).

Police Department of Pakistan is subjected to inevitable stress and burnout conditions largely due to prevailing hazardous nature of employment. It has been observed that efficiency of police force has deteriorated due to series of stress related issues. Policemen are confronted with extra demanding professional commitments which are physically and mentally very strenuous. In our society, police force is often looked down upon and not respected for what they do for the safety of general public. Police is always criticized for what it cannot do or achieve. There is a complete disregard to the hazardous nature of duty they perform which is not only life threatening but also life consuming. The nature of threat posed is directly related to the nature of law and order in a particular city or area. The poorer the state of law and order, higher the stakes are for the policemen and hence higher the stress and burnout levels. This carries a direct effect on police's self-respect and efficiency and impacts its performance.

The bigger city districts (main urban centers) of Pakistan are facing serious law and order situation for past several years. The political, sectarian, and ethnic dilemma remains unsettled bringing tremendous pressure on the police force. While police endeavors to maintain the law and order situation, it is felt that it is not doing enough to arrest the growing lawlessness. The excessive crime rate, frequent acts of terrorism, fatality rate and political misuse of this vital national security force necessitated a reappraisal to assess the factors and gauge the trend as to how the police personnel feel about their work and allied work-related stress and burnout. For the purpose of this
study, City Police of one of the City Districts of Pakistan has been selected. As per data available on official website of the selected City District, the police department is organized into 56 Police Sub Divisions. In every sub division, there are 30-45 police stations. For supervision and mentoring, the human resource has designations like constables, assistant constables, head constables, assistant sub inspectors, station house officers, sub inspectors, inspectors, deputy superintendent of police, assistant superintendent of police, superintendent of police, senior superintendent of police and deputy inspector general of police. Huma Yousuf (2011) in her study on Conflict Dynamics has summarized the entire scenario as given below in point forms:

- The violence is multi-dimensional which is militant, ethno-political, sectarian, and crime based.
- The crime monsters and militants claim to be affiliated with the political parties. The groups constantly fight for city resources, land mafia and extortion.
- Ethnicity adds another dimension to violence imbedded city district; these groups can be fueled at any time for turning the streets into gun battle grounds. The number of terrorist attacks including target killing have increased considerably.

As per survey estimates of 2014, the estimated population of under-study City District is 24 million which makes it one of the largest cities of the world. In this sea of population, the incidents of looting, mobile phone snatching, armed robberies and target killings are on the increase. One finds every second person has either been robbed, looted or snatched of his valuables (The Dawn, 2013). According to a report filed by City Police to Supreme Court, police has been confronted with strong resistance from the criminals targeted during the ongoing security operation. This signifies the intensity of job hazards that the police force faces. The data of policemen, mostly constables, obtained from website who embraced Shahadat while on duty is reflected below.

<table>
<thead>
<tr>
<th>Rank</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SP / DSP</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>SIP/SI /ASI</td>
<td>2</td>
<td>7</td>
<td>35</td>
<td>10</td>
<td>54</td>
</tr>
<tr>
<td>HC / PC</td>
<td>65</td>
<td>32</td>
<td>123</td>
<td>45</td>
<td>265</td>
</tr>
<tr>
<td>Total</td>
<td>67</td>
<td>39</td>
<td>159</td>
<td>56</td>
<td>321</td>
</tr>
</tbody>
</table>
Genesis of the Issue and Problem Statement

Our national security canvass has been subjected to unprecedented threats which emanate from not only external but internal factors faced by our nation. Lawlessness and terrorism are the core issues which are primarily dealt by the security agencies. Within the ambit, police force is directly facing this threat and targeted by the extremist elements and at the same time subdued as a result of political vendetta amongst the power players. A stressed or perhaps burnt out policeman cannot be fully effective for any assigned task and hence, a counter productive member for the organization. Another major factor that leads to such a stress and burnout is visibly the less strength of police to control the law and order situation. Because of vast gap between population vis-à-vis police ratio, each policeman is over worked and feels over taxed at job. This carries a direct bearing on his work output which is undermined mostly. From an individual to group level and then subsequently as a force, the whole department sinks down in terms of efficiency and quality of work. Lack of such facilities with increased stress to do more compels the policeman on the street to make compromises at some stage. This state of despair and desperation leads him towards mal-practices, corruption and excessive abuse of authority. Reduced levels of stress and burnout can collectively enhance the efficiency graph of the police and make it a visibly more disciplined and productive instrument towards maintaining a good governance for the masses.

With all these adversities, the police department has the responsibility of controlling the criminal elements of society, and protection of masses, under stressful environment. Faced with such odds, when this department reaches burnout stage, it is not in a position to perform their basic duties efficiently. The employees suffering burnout fail to perform their primary functions and consequently undermine the repute and prestige of the department as a whole. Keeping in view the present plight of police in our society, a sense of misjudgement and misappropriation lurks in the minds of the common citizens who do not prefer to get help from police and instead, tend to find ways and means to keep the problem to either themselves or adopt alternate means like Jirga etcetera.

Literature Review

The word ‘Stress’ did not have any significant recognition before 1920s. It was scholars like Selye (1950) who dilated upon stress and related responses which attracted academic circles dealing with physiology. In 1950s, he introduced the term ‘Eustress’ which represented positive stress, opposite of ‘Distress’. The psychologists in academic circles started adhering to Selye’s
concepts to measure stress levels through prominent events in one’s life. More research was conducted to understand the relationship between stress and ensuing diseases. By 1970s, the stress became a major concern in the world of medical and research related efforts were widened to understand the phenomenon in greater details. Post-Traumatic Stress Disorder (PTSD) was understood to be an emotional reaction that was consequent of some severe emotional reaction. The circumstances or stressors were established to be situations such as endangerment to life or injuries and psychological trauma. In 1990s, ‘Stress’ had drawn significant attention of modern research methods.

The phrase ‘Burnout’ was introduced in 1974 by Herbert Freudenberg in his book ‘Staff burnout’. This term represents a condition where a person feels exhausted and gets least interested in his work or life. The basic research work on ‘Burnout’ was carried out by Maslach (1980) who studied the measurement of ‘Burnout’, published in her work ‘Maslach Burnout Inventory’. She developed a measure which gauged the relationship between emotional stress / exhaustion and diminishing personal interest / accomplishment. The method to measure ‘Burnout’ became the most authentic tool for measuring the syndrome of burnout. Several theories were developed on ‘Burnout’ which are related to ‘Work Performance’ and ‘Health’ including mental health. In today’s world, the work environment for employees has totally changed if we compare it with the past and work-related pressure has increased tremendously on the employees. The employees deal with excessive demands by virtue of their job-related roles. Analyzing and focusing on the productivity of growing demands is extremely essential as it has devastating implications for the standards of a particular organization (Gupchup, Singhal, Dole & Lively, 1998). According to Maslach and Jackson (1986) ‘Burnout’ is a ‘syndrome” “which is related to emotional exhaustion and it happens to employees who are engaged in work dealing with people. As per 3rd edition of Maslach’s Burnout Inventory (Maslach, Jackson & Leiter, 1996), burnout can also be taken as a crisis situation with work environment and not necessarily with people who are at work.

Thereafter, George Halkos and Dimitrios Bousinakis (2009) investigated effects of stress and job satisfaction on the functioning and performance of a company as a case study. It focused on factors such as those which generate stress and disturb the job satisfaction. These are work hours, relationship between employees and management and work related to employees’ area of education. The case study used 435 employees as a random sample both for the private and public sectors to gather primary data. Factor and Regression
Analysis was carried out to measure the functions of productivity, stress and satisfaction. It was found that high quality work is associated with personal satisfaction than allied workload. The research concluded that greater the work related stress, lesser is the productivity. On the contrary, increased job satisfaction generates enhanced productivity. When the work interferes with the personal life of employees, the productivity gets negatively affected. If a worker has personal satisfaction related to workplace, the workload can be neutralized and quality in productivity can be achieved. Individuals who are active and willing to perform with energy bring more productivity. It was also observed that a substantial proportion of workers suffer from stress but somehow also expressed their satisfaction with their work or organization. The research also observed that ratio of satisfaction was lesser when it came to system of remuneration and organizational benefits. Schaufeli & Bakker (2004) in their research on ‘Job Demands, Job Resources and their Relationship with Burnout and Engagement’ concluded that any job can be distinguished or classified with two variables i.e. Demands related to a specific job (Job Demands) and resources allocated for a job by an organization (Job Resources). In case the job demands exceed the capability of a worker, they generate strain or stress. These job related demands can be termed as tasks which are required to be performed by the employee and involve varying degree of physical and mental engagement. Job demands which lead to stress and burnout could be shift work, extreme workload and conflict. Resources which help decrease job demands may include salary and career progression / professional development. This model was tested and termed as Job Demand-Resources Model (JD-R). The hypotheses developed by Schaufeli and Bakker’s (2004) were further tested and confirmed. It was concluded that higher the demands at work place, higher the levels of burnout and more serious nature of health issues.
In 2006, Ronald Burke and Aslaug Mikkelsen conducted work on examining career profiles of police officers. This research work was directed towards studying the career plateau of police officers in Norway Police. It compared police officers who had 15 years of service and got promoted with those who had similar years of service but could not be promoted. The survey was conducted involving 390 police officers and responses with a rate of 63% were kept anonymous. The statistics showed that the good career profile officers felt more averse to their workplace and showed higher levels of stress. They also felt higher levels of alienation towards their work, were lesser satisfied with their jobs and had greater desire for turnover. Police officers who had better career profiles were younger as compared to the low career profile officers, had better education qualifications and spent lesser time in the police force. Good career profile officers showed increased degree of interest towards their work. However, both groups showed identical levels of mental health which indicated that low career profiling was contributed towards work environment. The research also showed that by the time the police officers were due for their 3rd promotion, the better career profile officers started to spend more time at workplace as compared to their other counterparts. This personal growth was not sought by the low career profile officers who did not spend greater time at their workplace.

In 2012, a study carried out by Waqar Husain & Rahat Sajjad on ‘Depression, Anxiety and Stress amongst Married and Unmarried Police Officers ’gauged and differentiated the degree of anxiety and depression amongst these two categories in one of the provinces of Pakistan. The study aimed at measuring levels of depression, anxiety and stress among married
and unmarried police officers. The sample comprised of 315 police officers from three different districts. It was based on hypothesis that police officers have higher levels of Stress, Depression and Anxiety. It further hypothesized that police officers who are married have higher levels of Stress as compared to those who are unmarried. The hypotheses were validated and found correct. As per the results of the study, police officers showed varying levels of Depression and Anxiety. Married police officers had significantly higher levels of Depression, Anxiety and Stress in comparison with officers who were unmarried.

**Research Framework of Study:**

The diagram above reflects relationship of independent variables (Negative Exposure, Constructive Coping and Destructive Coping Development) with dependant variable (Burnout). Work related stress is intermediary variable. An individual faces stress primarily because of growing demands which may not be within his ability (Cox. T, 1978). If there is an imbalance between the demands and ability to meet those demands, the stress is created and hence the need to respond to counter that. An employee’s coping strategy directly impacts the stress outcome. Burnout occurs because of excessive or prolonged degree of stress. When individual feels that he is unable to meet the work demands, the state of mental or physical stress increases to a point where he feels burnt out. The individual feels less motivated to continue his role in a particular work place and loses interest in his job. The burnout seriously impacts the productivity as it drains the positive energy out of an employee (Melinda, Segal and Segal, 2014). The main differences between the two conditions are mentioned below.
Comparison Between Stress and Burnout

<table>
<thead>
<tr>
<th>Stress</th>
<th>Burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occurs due to excessive engagement</td>
<td>Occurs due to disengagement</td>
</tr>
<tr>
<td>Over reactive emotions</td>
<td>Person gets emotionally blunted</td>
</tr>
<tr>
<td>Makes person hyperactive and panicky</td>
<td>Makes a person feel hopeless and hapless</td>
</tr>
<tr>
<td>Can cause premature death</td>
<td>Takes interest out of life, less worth living</td>
</tr>
</tbody>
</table>

Research Hypotheses

Seven hypotheses have been tested in this study as under:

H1: Negative Exposure has significant impact on work related stress.
H2: Constructive Coping has significant impact on work related stress.
H3: Destructive Coping has significant impact on work related stress.
H4: Work Related Stress has significant impact on Burnout.
H5: Negative Exposure has significant impact on Burnout.
H6: Constructive Coping has significant impact on Burnout.
H7: Destructive Coping has significant impact on Burnout.

Research Methodology: Data Collection and Analysis

The proposed research work has been carried out within the scope of police department of a (selected) City District of Pakistan. Research focuses on lower grade officers and policemen to get an echo of stress and burnout quantum to which the police department is currently subjected to. For the sake of convenience and facilitation in handling, non-probability sampling technique has been used for this study. The sample size is based on 180 respondents from different police stations which mean that same number of questionnaires were distributed among policemen of various categories including the retired individuals. Primary data has been collected through a questionnaire survey from different police stations. Secondary data has been obtained from open sources including publications, books and studies conducted in the police force from time to time. The questionnaire for this research has been adapted from a US based joint research work conducted by Brett Garland. The questionnaire has been amended and corrected in accordance with police environment of Pakistan. This study analyzes Burnout as dependent variable. The dependent variable has been examined using a scale of four items. The response on Likert Scale has five items that range from strong disagreement (1) to strong agreement (5). Work Related Stress
has been studied as mediating variable i.e. the adverse reaction people have to excessive pressures or other types of demand asked of them while at work. It reflects responses to various stressors given by police employees while they perform their duties. The mediating variable has been examined using a scale of nine items. The response on Likert Scale ranges from never (1) to always (5). The independent variables like ‘Negative Exposure’ implies being exposed to testing / demanding situations while at work which vary from being life threatening to any other level of putting adverse effect which might be physically or mentally exhaustive and perilous. ‘Constructive Coping’ is a process in which objective learning is taught to different individuals. ‘Destructive Coping’ is a strategy which is counterproductive to stress and the individual is not even aware of what he is doing to address his stress related problems.

The data has been collected by distributing the questionnaire (attached) in different police stations. For this purpose, a necessary liaison / coordination was initiated so that the true spirit behind this study is maintained. To ward off against any misinterpretation, the questionnaire was fully explained to the concerned authorities so that a well comprehended input is acquired from the respondents. Based on the questionnaire which comprised of 28 questions related to different variables, 180 policemen from different areas provided primary data for measuring the stress and burnout. Responses were coded and edited and only 100% complete and acceptable questionnaires were included for data analysis. Descriptive statistics such as maximum, mean, standard deviations and variance were measured for the Likert Scale items from different police stations. The result obtained through SPSS is tabled below:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Range</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Exposure</td>
<td>180</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>3.42</td>
<td>1.351</td>
<td>1.826</td>
</tr>
<tr>
<td>Constructive Coping</td>
<td>180</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4.03</td>
<td>.857</td>
<td>.735</td>
</tr>
<tr>
<td>Destructive Coping</td>
<td>180</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>3.21</td>
<td>1.439</td>
<td>2.071</td>
</tr>
<tr>
<td>Burnout</td>
<td>180</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>3.46</td>
<td>.897</td>
<td>.804</td>
</tr>
<tr>
<td>Work Related Stress</td>
<td>180</td>
<td>3</td>
<td>2</td>
<td>5</td>
<td>4.21</td>
<td>.614</td>
<td>.376</td>
</tr>
<tr>
<td>Valid N (list wise)</td>
<td>180</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tabel-1**

It reflects that the mean value for Work Related Stress (4.21) is the highest whereas for Destructive Coping (3.21), it is found to be the lowest. It indicates that most of the respondents experienced Work Related Stress and a significant number of them are resorting to Constructive Coping Strategy to manage this stress. Proportionately quantum of Negative Exposure to violent
and life-threatening situations during police duties is also significantly high (3.42). It is also noteworthy that most of the respondents preferred Constructive Coping (4.03) as a stress management strategy rather than indulging into Destructive Coping (3.21). However, Destructive Coping Strategy still remains a preferred option towards coping stress. Burnout (3.46) is indicative of the fact that a large number of respondents had reached a stage where they felt burnt out. For question wise descriptive statistics, 28 questions were asked to 180 respondents, details as given in the succeeding paragraphs:

**Under Negative Exposure one feels like shooting someone (Negative Exposure)?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>48</td>
<td>26.7</td>
<td>26.7</td>
<td>26.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>18</td>
<td>10.0</td>
<td>10.0</td>
<td>36.7</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>12</td>
<td>6.7</td>
<td>6.7</td>
<td>43.3</td>
</tr>
<tr>
<td>Agree</td>
<td>54</td>
<td>30.0</td>
<td>30.0</td>
<td>73.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>48</td>
<td>26.7</td>
<td>26.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This question was framed to assess the intensity of negative exposure and know to what extent the policemen are endangered because of their job-related stress. Alarmingly, more the half of sample population expressed in affirmative (57 %). The high proportion clearly indicates negative mental state of policemen.

**During the condition one is subjected to internal investigation (Negative Exposure)?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid</th>
<th>Cumulative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>36</td>
<td>20.0</td>
<td>20.0</td>
<td>20.0</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>24</td>
<td>13.3</td>
<td>13.3</td>
<td>33.3</td>
</tr>
<tr>
<td>Agree</td>
<td>63</td>
<td>35.0</td>
<td>35.0</td>
<td>68.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>57</td>
<td>31.7</td>
<td>31.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>
This question was intended to know the inner consciousness of policemen when they are exposed to negative exposure during police duties. 66% agreed to this query. It implies that majority of the sample population wanted to address the stress when faced with negative exposure.

**I feel ready to respond calls related to natural disasters (Negative Exposure)?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>21</td>
<td>11.7</td>
<td>11.7</td>
<td>11.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>42</td>
<td>23.3</td>
<td>23.3</td>
<td>35.0</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>3</td>
<td>1.7</td>
<td>1.7</td>
<td>36.7</td>
</tr>
<tr>
<td>Nor Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>57</td>
<td>31.7</td>
<td>31.7</td>
<td>68.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>57</td>
<td>31.7</td>
<td>31.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

It indicates that out of 180 policemen, 63% individuals were willing to respond to averse nature of duty when it came to emergency situations related to natural disasters. However, 34% sample population did not agree to respond to this situation due to negative exposure envisaged and associated job hazards.

**I would readily respond to a bloody crime scene (Negative Exposure)?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
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<td>180</td>
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</tr>
</tbody>
</table>

63% population consented which means that despite being negatively exposed, policemen were still willing to perform their duties. However, 35%
individuals declined to respond to crime scenes.

**I will have the same reaction to a personally known victim (Negative Exposure)?**

<table>
<thead>
<tr>
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<th>Percent</th>
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</tbody>
</table>

**Tabel-6**

65 % of them agreed that they will not show any discrimination whether a victim was known to them or not. 33 % disagreed towards this particular aspect.

**When dealing with a stressful event at work you talk to your spouse, relative or friend about the problem (Constructive Coping)?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
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<td>8.3</td>
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</tbody>
</table>

**Tabel-7**

**When dealing with a stressful event at work you pray for guidance and strength (Constructive Coping)?**

<table>
<thead>
<tr>
<th></th>
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<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
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<td>Disagree</td>
<td>9</td>
<td>5.0</td>
<td>5.0</td>
<td>8.3</td>
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</tbody>
</table>
Religious belief and faith coupled with prayers give strength and inner peace. 83% policemen agreed that they seek divine guidance and strength to cope with the stress full events at work place.

**During such kind of situation you make a plan of action and follow it (Constructive Coping)?**

<table>
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<th>Percent</th>
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<th>Cumulative %</th>
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<td>1.7</td>
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<tr>
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</table>

**Tabel-9**

78% policemen agreed that they do make a coping plan to reduce the stress, 27% disagreed.

**During the course of a stressful work you exercise to reduce tension (Constructive Coping)?**

<table>
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<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
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<tr>
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<td>6.7</td>
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<td>6.7</td>
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<tr>
<td>Disagree</td>
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<td>8.3</td>
<td>8.3</td>
<td>15.0</td>
</tr>
<tr>
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<td>16.7</td>
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<td>39</td>
<td>21.7</td>
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<td>Total</td>
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<td>100.0</td>
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</tbody>
</table>
69% policemen used this as a constructive coping strategy to reduce stress. However, only 15% disagreed to this practice.

**In such a stressful time you rely on your faith in Allah to see you through the rough time (Constructive Coping)?**

<table>
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<th>Percent</th>
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<th>Cumulative %</th>
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</table>

**When dealing with stressful events at work, you stay away from everyone, you want to be alone (Destructive Coping)?**

<table>
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<th>Percent</th>
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<th>Cumulative %</th>
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<td>6.7</td>
<td>36.7</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
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<td>1.7</td>
<td>38.3</td>
</tr>
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<tr>
<td>Strongly Agree</td>
<td>63</td>
<td>35.0</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

62% agreed that’s they isolate themselves from others once facing stress full situations. Majority was resorting to destructive coping strategy on this particular aspect. Only 37% population disagreed to this.

**When dealing with stressful events at work, you smoke more to help you relax (Destructive Coping)?**

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
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<tr>
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<tr>
<td>Total</td>
<td>180</td>
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</tr>
</tbody>
</table>
62% policemen responded affirmatively to this question and 37% responded vice versa. More than half of sample population is prone to negative methods of coping stress.

**When dealing with stressful events at work, you shout at your spouse, a family member, or a professional (Destructive Coping)?**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
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<td>Total</td>
<td></td>
<td></td>
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</tbody>
</table>

**Tabel-14**

Only 45% individuals responded positively to this aspect implying that this particular way of coping stress was not followed by a majority. However, the percentage still remains significant.

**When dealing with stressful events at work, you let your feelings out by smashing things (Destructive Coping)?**

<table>
<thead>
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<th>Frequency</th>
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<td>18.3</td>
<td>18.3</td>
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<td>16.7</td>
<td>16.7</td>
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<tr>
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</tbody>
</table>

**Tabel-14**
51% individuals agreed to the fact that they would show outbursts by breaking and smashing objects around them.

When dealing with stressful events at work, you try to act as if nothing is bothering you (Destructive Coping)?

<table>
<thead>
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<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
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<td></td>
<td>Agree</td>
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<tr>
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</tr>
<tr>
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</tbody>
</table>

The response to this question reflects that 55% policemen agreed or strongly agreed to follow the practice of ignoring their stressful situation. Remaining 45% disagreed to the issue.

I feel like I am on automatic pilot most of the time (Burnout).

<table>
<thead>
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<th>Percent</th>
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<th>Cumulative %</th>
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<td></td>
<td>Agree</td>
<td>45</td>
<td>25.0</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>24</td>
<td>13.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

This happens when an individual feels that there is nothing that he can do to change his current stressful situation and he lets things happen the way there were going. 38% individuals faced this dilemma whereas 45% remained unsure about their situation.
I feel like I need to take control of the people in my life (Burnout).

<table>
<thead>
<tr>
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<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
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<td>3.3</td>
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<tr>
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<td>3.3</td>
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<td>6.7</td>
</tr>
<tr>
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<td>75</td>
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</table>

68 % policemen expressed their desire to take stock of their stressful situation by restoring their control over their prevailing stressful situation. 25 % sample population was however unsure whether to control the situation or not.

I feel burned out from my job (Burnout).

<table>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
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<tr>
<td>Disagree</td>
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<td>5.0</td>
<td>5.0</td>
<td>21.7</td>
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<tr>
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<tr>
<td>Strongly Agree</td>
<td>57</td>
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<tr>
<td>Total</td>
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<td>100.0</td>
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</tbody>
</table>

This was the most direct question pertaining to the Burnout. Only 21.7 % declined to accept that they were victim of job related stress. A significant population faced burnout 66.7 %.

I feel like I am at the end of my rope (Burnout).

<table>
<thead>
<tr>
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<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
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</thead>
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<td>39</td>
<td>21.7</td>
<td>21.7</td>
<td>45.0</td>
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</table>
More than half of the sample population felt that they were at the end of their rope i.e. they had less hope and aspiration to get themselves out of this situation. Majority was under despair and desperation.  

I feel tired at work even with adequate sleep (Work Related Stress).

<table>
<thead>
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<th>Valid %</th>
<th>Cumulative %</th>
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<td>15.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>126</td>
<td>70.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

85% sample population agreed to this question, only 6.7% did not.

I am moody, short-tempered, or annoyed over small problems (Work Related Stress).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>3.3</td>
<td>3.3</td>
</tr>
<tr>
<td>Neither Agree Nor Disagree</td>
<td>12</td>
<td>6.7</td>
<td>6.7</td>
</tr>
<tr>
<td>Agree</td>
<td>51</td>
<td>28.3</td>
<td>28.3</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>111</td>
<td>61.7</td>
<td>61.7</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

90% surveyed population agreed to this question indicating a very high proportion of individuals facing work related stress.

I want to withdraw from the constant demands on my time and energy from work (Work Related Stress).
90% of policemen agreed to the fact that work related demands were excessive which lead to mental stress and they wanted to withdraw from this situation.

I feel negative, useless, or depressed about work (Work Related Stress).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Disagree</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>9</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>42</td>
<td>23.3</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>120</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

I think I am not as efficient at work as I should be (Work Related Stress).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Disagree</td>
<td>9</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>9</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>57</td>
<td>31.7</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>105</td>
<td>58.3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>

90% population agreed to and only 5% did not.

I think I am not as efficient at work as I should be (Work Related Stress).

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Strongly Disagree</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td></td>
<td>Disagree</td>
<td>3</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Neither Agree Nor Disagree</td>
<td>15</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Agree</td>
<td>36</td>
<td>20.0</td>
</tr>
<tr>
<td></td>
<td>Strongly Agree</td>
<td>120</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>180</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Because of constant work related stress vast majority of policemen felt that they were not so efficient at work place (87.7 %). Only 5 % felt they were productive at work place.

**My resistance to illness is lowered because of my work (Work Related Stress).**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
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</thead>
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<td>3.3</td>
<td>3.3</td>
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<tr>
<td>Disagree</td>
<td>9</td>
<td>5.0</td>
<td>5.0</td>
<td>8.3</td>
</tr>
<tr>
<td>Neither Agree</td>
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<td>13.3</td>
<td>13.3</td>
<td>21.7</td>
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<tr>
<td>Nor Disagree</td>
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<td>10.0</td>
<td>31.7</td>
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<tr>
<td>Agree</td>
<td>123</td>
<td>68.3</td>
<td>68.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>111</td>
<td>61.7</td>
<td>61.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td><strong>100.0</strong></td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Tabel-26**

78 % individuals (141 policemen) felt prone to health issues because of work related stress and expressed that their immunity has reduced because of work related stress. Only 8 % disagreed.

**My interest in doing fun activities is lowered because of my work (Work Related Stress).**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Disagree</td>
<td>9</td>
<td>5.0</td>
<td>5.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>3.3</td>
<td>3.3</td>
<td>8.3</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>21</td>
<td>11.7</td>
<td>11.7</td>
<td>20.0</td>
</tr>
<tr>
<td>Nor Disagree</td>
<td>33</td>
<td>18.3</td>
<td>18.3</td>
<td>38.3</td>
</tr>
<tr>
<td>Agree</td>
<td>111</td>
<td>61.7</td>
<td>61.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>180</td>
<td><strong>100.0</strong></td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

**Tabel-27**

Out of 180 policemen, 144 felt that they were not interested in recreational activities or their level of interest in such things has decreased due to the nature of police work. Only 15 individuals (8 %) were in disagreement.
I have difficulty concentrating on my job (Work Related Stress).

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid %</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Strongly Disagree</td>
<td>3</td>
<td>1.7</td>
<td>1.7</td>
<td>1.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>6.7</td>
<td>6.7</td>
<td>8.3</td>
</tr>
<tr>
<td>Neither Agree</td>
<td>15</td>
<td>8.3</td>
<td>8.3</td>
<td>16.7</td>
</tr>
<tr>
<td>Nor Disagree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>18.3</td>
<td>18.3</td>
<td>35.0</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>117</td>
<td>65.0</td>
<td>65.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

83% of the sample population agreed to and 8.4% did not.

For how long have you been serving in this organization (Work Related Stress)?

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid%</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid Less Than a Year</td>
<td>27</td>
<td>15.0</td>
<td>15.0</td>
<td>15.0</td>
</tr>
<tr>
<td>1 - 5 Years</td>
<td>57</td>
<td>31.7</td>
<td>31.7</td>
<td>46.7</td>
</tr>
<tr>
<td>6 - 10 Years</td>
<td>66</td>
<td>36.7</td>
<td>36.7</td>
<td>83.3</td>
</tr>
<tr>
<td>11 - 15 Years</td>
<td>27</td>
<td>15.0</td>
<td>15.0</td>
<td>98.3</td>
</tr>
<tr>
<td>16 - 20 Years</td>
<td>3</td>
<td>1.7</td>
<td>1.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Majority was within the service bracket of 6-10 years (36%). Similarly 31% policemen were in the service bracket of 1-5 years. Meaning by, in the first 10 years of service, the work related stress is high. From 11-20 years, only 16% policemen expressed being a victim to work related stress.

Descriptive Analysis of Questionnaire Framed vis-à-vis Responses.

**Negative Exposure:** To understand the extent and gravity of Negative Exposure, the question; ‘under negative exposure one feels like shooting himself’, more than 56.7% respondents either agreed or strongly agreed to the feeling of shooting themselves. 6% remained unsure. Therefore, more than half of the respondents had the tendency to avoid becoming a prey to such negative exposure and preferred to stay away from situations. To the
question, ‘I would readily respond to a bloody crime scene’, 35 % agreed or strongly disagreed and more than 62 % respondents agreed or strongly agreed to the call of duty under negative exposure. From this it is can be concluded that though the negative exposure adversely affect the willingness of policemen to respond to their duties, large majority of them feel duty bound to react to such situations.

**Constructive Coping:** To assess whether the policemen are taking into account constructive coping strategies, five questions were asked. 60-70 % respondents agreed to the fact that they do take into account seeking help from their relatives and work mates. Similarly, 80 % respondents agreed that they pray and look for divine guidance. When asked if they prepare a plan to cope with the stress-full events during their work, 75 % agreed or strongly agreed to the idea. It is concluded that while the negative exposure increases, the element of constructive coping also improves and policemen try to deal with stress-full events by resorting to actions. This is an encouraging trend.

**Destructive Coping:** Five questions were framed to assess the behavior of policemen who are under stress and how negatively they deal with such situations. 61 % respondents revealed that during stress-full events, they tend to stay away from others and tend to be left alone. It implies that policemen endeavor to manage the stress through consultative ways or constructive coping but eventually want to struggle with the stress at their own. 65 % respondents felt like smoking when under stress which is a pure destructive coping method. More than 50 % respondents agreed to the question when asked if they shout at their spouse or work mates. Same desperation was noted when 50 % agreed to smashing things around them under stress.

**Burnout:** The survey reveals that a large majority of policemen were suffering from burnout. To the question ‘I feel burnt out because of my job’, 67 % of the respondents replied in affirmative. 55 % of survey population felt that they were at the end of their ropes. The response to the above two questions clearly reflect the state of mind of policemen who feel dragged out at work and are prone to be autopilots, with diminished interest in their job.

**Work Related Stress:** Nine questions were specifically designed to assess the quantum of work related stress. 75- 95 % respondents felt prone to work related stress. 36 % of the respondents are in the service bracket of 6-10 years. This is the stage where policemen are energetic enough to perform their job enthusiastically. However, the work related stress is being experienced by them equally. Summary of responses to each question is as
under:-

- I feel tired at work even with adequate sleep – 85 %.
- I am moody, short-tempered, or annoyed over small problems – 90 %
- I want to withdraw from constant demands on my time and energy from work – 90%
- I feel negative, useless, or depressed about work – 89 %
- I think I am not as efficient at work as I should be – 86 %
- My resistance to illness is lowered because of my work – 78 %
- My interest in doing fun activities is lowered because of my work – 80 %
- I have difficulty concentrating on my job – 82 %

**Reliability Factor**

Case Processing summary and Reliability statistics obtained through SPSS are reflected below. All observations are valid (180) and none has been excluded. The Cronbach’s Alpha range for each variable under study is above the prescribed levels i.e. 0.70. Similarly, the combined range for all variables (0.822) is within acceptable limits.

<table>
<thead>
<tr>
<th>Case Processing Summary</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cases</td>
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<tr>
<td>Valid</td>
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<tr>
<td>Excluded</td>
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<td>.0</td>
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<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Tabel-30

**Variable** | **Cronbach's Alpha** | **N of Items**
---|----------------------|-----------------
Negative Exposure | 0.942 | 5
Constructive Coping | 0.867 | 5
Destructive Coping | 0.947 | 5
Work Related Stress | 0.819 | 9
Burnout | 0.723 | 4

Tabel-31
**Hypotheses Testing**

**Correlation amongst Variables**

Based on the statistics obtained through SPSS as reflected above, all independent variables have positive correlation with the mediating variable i.e. Work Related Stress. Similarly, Work Related Stress has a positive correlation with the dependent variable i.e. Burnout.

**Tabel-32**

**Variable-Wise Reliability Statistics**

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>N of Items</th>
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</thead>
<tbody>
<tr>
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</tbody>
</table>

**Tabel-33**

**Correlation amongst Variables**

<table>
<thead>
<tr>
<th></th>
<th>Negative Exposure</th>
<th>Constructive Coping</th>
<th>Destructive Coping</th>
<th>Burnout</th>
<th>Work Related Stress</th>
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</thead>
<tbody>
<tr>
<td><strong>Negative Exposure</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
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<td>.068</td>
<td>.027</td>
<td>.260(**)</td>
<td>.164(*)</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td><strong>Constructive Coping</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson Correlation</td>
<td>.068</td>
<td>1</td>
<td>-.012</td>
<td>-.152(*)</td>
<td>.069</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
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<td>.435</td>
<td>.021</td>
<td>.178</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
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<td><strong>Destructive Coping</strong></td>
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<td></td>
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<tr>
<td>Pearson Correlation</td>
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<td>-.012</td>
<td>1</td>
<td>.019</td>
<td>.117</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
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<td>.435</td>
<td>.402</td>
<td>.059</td>
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<tr>
<td>N</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
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<td><strong>Burnout</strong></td>
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<tr>
<td>Pearson Correlation</td>
<td>.260(**)</td>
<td>-.152(*)</td>
<td>.019</td>
<td>1</td>
<td>.300(**)</td>
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<td>Sig. (1-tailed)</td>
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<td>.402</td>
<td>.020</td>
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<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
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<td><strong>Work-related Stress</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Pearson Correlation</td>
<td>.164(*)</td>
<td>.069</td>
<td>.117</td>
<td>.300(**)</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (1-tailed)</td>
<td>.014</td>
<td>.178</td>
<td>.059</td>
<td>.000</td>
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<tr>
<td>N</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
<td>180</td>
</tr>
</tbody>
</table>

**Correlation is significant at the 0.01 level (2-tailed).**

**Correlation is significant at the 0.05 level (2-tailed).**
H1: Negative exposure has significant impact on work related stress.

There is a positive correlation (R: 0.164) between Negative Exposure and Work Related Stress which is also significant at 0.014 level. Therefore we accept H1.

H2: Constructive coping has significant impact on work related stress.

There is a positive correlation (R: 0.069) between Constructive Coping and Work Related Stress which is also significant at 0.178 level. Therefore, we accept H2.

H3: Destructive coping has significant impact on work related stress.

There is a positive correlation (R: 0.117) between Destructive Coping and Work Related Stress which is also significant at 0.059 level. Therefore, we accept H3.

H4: Work related stress has significant impact on Burnout.

There is a positive correlation (R: 0.300) between Work Related Stress and Burnout which is also significant at 0.020 level. Therefore, we accept H4.

H5: Negative exposure has significant impact on Burnout.

There is a positive correlation (R: 0.260) between Negative Exposure and Burnout which is also significant at 0.00 level. Therefore, we accept H5.

H6: Constructive coping has significant impact on Burnout.

There is a negative correlation (R: -0.152) between Constructive Coping and Burnout which is also significant at 0.21 level. Therefore, we reject H6.

H7: Destructive coping has significant impact on Burnout.

There is a positive correlation (R: 0.019) between Destructive Coping and Burnout which is also significant at 0.402 level. Therefore, we accept H7.

Regression Analysis

Negative exposure, constructive coping and destructive coping have significant impact on work related stress
There is a positive correlation (R: 0.208) between the independent variables (Negative Exposure, Constructive Coping and Destructive Coping) and the mediating variable i.e. Work Related Stress. The value of Durbin-Watson statistic (1.556) also falls within the acceptance range therefore indicating that there is no autocorrelation among the variables being studied. Similarly the ANOVA table shows that the F-statistic value of 2.643 is significant at 0.051 level. Therefore, we accept H1, H2, and H3.

**Work Related Stress has significant impact on Burnout**

**Model Summary**

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Durbin-Watson</th>
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</thead>
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<tr>
<td>1</td>
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<td>.043</td>
<td>.027</td>
<td>.605</td>
<td>1.556</td>
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</table>

**ANOVA**

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<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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<td>2.643</td>
<td>.051(a)</td>
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<tr>
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<td>.366</td>
<td></td>
<td></td>
</tr>
<tr>
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<td>179</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
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</thead>
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<td>1</td>
<td>12.922</td>
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<td>.020(a)</td>
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<td>.736</td>
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<tr>
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<td></td>
</tr>
</tbody>
</table>

**Coefficients**

| Model 1 | Un standardized Coefficients | Standardized Coefficients | t | Sig. |
### Model Summary

<table>
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<tr>
<th>Model</th>
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### ANOVA

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The results indicate that there is a positive correlation (R: 0.311) between the independent variables (Negative Exposure, Constructive Coping and Destructive Coping) and the dependent variable i.e. Burnout. Therefore, we accept H5, H6, and H7.

### Dependent Variable: Burnout

According to Maslach and Jackson (1986) burnout is a ‘syndrome’ which is related to emotional exhaustion and it happens to employees who are engaged in work dealing with people. The questionnaire formulated for this study provided the basic template to evaluate the problem of stress and burnout amongst the employees. The questions were designed to extract the best possible mental state of policemen who are continuously employed to...
control the deteriorating law and order situation of the city. The job environment and work conditions inclined the respondents to portray the best possible picture of their inner feelings towards police work. Policemen are adversely affected by the negative exposure due to the mere nature of their job. Moreover, they are resorting to both constructive and destructive strategies and struggling to reduce their levels of stress. The conclusion as pointed out in Maslach’s Burnout Inventory regarding higher stress levels in law enforcement agencies is also confirmed.

As highlighted by George Halkos and Dimitrios Bousinakis (2009), when the work interferes with the personal life of employees, the productivity gets negatively affected. If a worker has personal satisfaction related to work place, the work load can be neutralized and quality in productivity can be achieved. Physical safety is also essential. Employees must not feel threatened at work and even if the nature of work is life threatening, necessary protective measures must be manifested to provide a sense of safety to the workers. Moreover, an environment which nurtures motivation amongst the employees is highly beneficial which instills a sense of belonging and brings the best of the individuals who incline themselves to work like a team and produce best possible results for the organization.

Conclusions

Stress and Burnout have a serious psychological dimension, akin to any of the diseases that slowly but surely degrade the strength of a person or organization. If timely diagnosis is not carried out, it can generate telling effects on the productivity. In Pakistan, issues pertaining to stress and burnout are not given much weightage and subject is dealt in an inconsiderate manner. Work Related Stress is taken as part of the job package and limited actions are initiated to tone down the stress level at organizational level. The City Police is currently embroiled with multiple issues that generally revolve around the volatile law and order situation. Overall population of the city is growing at a rapid pace. The force authorized to handle the law and order situation is absolutely inadequate. Resultantly, each member of the organization feels under tremendous pressure to perform. Lack of proper human resource management (welfare, incentives and salaries) which impinge on social-eco status of a policeman, particularly at lower cadres.

As a result of the survey conducted and results obtained through statistical analysis, it becomes evident that Work Related Stress is significantly high in policemen who are serving in City Police. All
independent variables (negative exposure, constructive coping and destructive coping) have positive correlation with work related stress. It implies that policemen are suffering from negative exposure exclusively related to job risks. They are also struggling to cope with this stress. Positive as well as Negative coping strategies are being resorted to minimize the stress levels. Work related stress has a positive correlation with Burnout which is in fact the highest. The situation needs development of a requisite endurance, morale and motivation and sense of pride at work place through robust and rugged physical and mental training / grooming. A well-protected policeman on the street is a less stressed person and more confident and productive to provide security to the public. Establishment and availability of formal psychiatrist consultation and subsequent treatment to minimize the damage before it aggravates is essential.

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Internet


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International Hazard Datasheets on Occupation in Police available at http://www.ilo.org/wcmsp5/groups/public/---ed_protect/---protrav/---safework/documents/publication/wcms_192426.pdf / Law Enforcement Officer,

Research Questionnaire

Independent Variables

Negative Exposure— here refers to exposures to demanding events and situations (e.g. responding to bloody crimes scenes, arresting violent suspects and using deadly force).

Questions: If you have ever experienced any of the following:

1. Under negative exposure one feels like shooting someone?
   - 1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

2. During the condition one is subjected to internal investigation?
   - 1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

3. I feel ready to respond calls related to suicidal bomb attacks?
   - 1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

4. I would readily respond to a bloody crime scene?
   - 1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

5. I will have the same reaction to a personally known victim?
   - 1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

Constructive Coping – It is a process in which objective learning is taught to different individuals.

Questions: When dealing with stressful events at work:
(6) When dealing with a stressful event at work you talk to your spouse, relative or friend about the problem?

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(7) When dealing with a stressful event at work you pray for guidance and strength?

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(8) During such kind of situation you make a plan of action and follow it?

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(9) During the course of a stressful work you exercise to reduce tension?

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(10) In such a stressful time you rely on your faith in God to see you through the rough time?

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

**Destructive Coping** – It is defined as a state of mind where an individual is unaware of the danger in which he is working.

**Questions:** When dealing with stressful events at work:

(11) When dealing with stressful events at work, you stay away from everyone, you want to be alone?

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(12) When dealing with stressful events at work, you smoke more to help you relax?

1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree
When dealing with stressful events at work, you shout at your spouse, a family member, or a professional?
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

When dealing with stressful events at work, you let your feelings out by smashing things?
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

When dealing with stressful events at work, you try to act as if nothing is bothering you?
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

Dependent Variables

Burnout - It is a psychological term for the experience of long-term exhaustion and diminished interests.

Questions: Please tick the box that best describes how much you agree with the following statements:

I feel like I am on automatic pilot most of the time.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

I feel like I need to take control of the people in my life.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

I feel burned out from my job.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

I feel like I am at the end of my rope.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree
Mediating Variable

Work-related Stress - the adverse reaction people have to excessive pressures or other types of demand placed on them at work.

Questions: Please tick the box that best describes how much you agree with the following statements?

(20) I feel tired at work even with adequate sleep.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(21) I am moody, short-tempered, or annoyed over small problems.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(22) I want to withdraw from the constant demands on my time and energy from work.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(23) I feel negative, useless, or depressed about work.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(24) I think I am not as efficient at work as I should be.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(25) My resistance to illness is lowered because of my work.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(26) My interest in doing fun activities is lowered because of my work.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree

(27) I have difficulty concentrating on my job.
1 = Strongly Disagree, 2 = Disagree, 3 = neither agree nor disagree, 4 = Agree, 5 = Strongly Agree
(28) For how long have you been serving in this organization?

1. Less than a year  2. 1-5 years  3. 6-10 years  4. 11-15 years  5. 16-20 years
China-Pakistan Economic corridor via Gwadar port

Dr. Mirwais Kasi¹, Dr. Ghulam Farooq Baloch,²
Dr. Usman Tobawal³ & Khudai-Dost Mandokhail⁴

Abstract
Pakistan-China relations have always been an exceptional example of friendship not only in 20th century but it appeared to be an exceptional phenomenon in 21st century as well. This article explores how Pakistan and China have consented to construct One Belt One Road, which is now known as China-Pakistan Economic Corridor is relied upon to realize both peace and thriving in South Asia. It also focuses how CPEC will consolidate shortest and easiest transport route between Kashgar in north-western China to Pakistan's Gwadar port on the Arabian Sea close to Iran by means of road and railway links and network of pipelines. It also explains how CPEC increased a win-win circumstances for both Pakistan and China. The study is significant as it highlights in what ways CPEC will empower Pakistan to extend its associations with Central Asian nations and Afghanistan as on account of China. It also explains Chinese interest in this financial passage would be a game changer for Pakistan since it could realize a change in the monetary development and prompt to some thriving and capital into Pakistan's coming up short economy. This article also narrates how, despite certain challenges it seems that through CPEC Pakistan and China will maximize advantages for themselves based on equality and friendship despite changing regional and international dynamics.

Key words: China-Pakistan economic corridor, framework, Gwadar port, network of roads and railways, relative difference between Gwadar port and Chabahar port.

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Introduction

In International politics, everything keeps on changing other than national interests, when national interests match countries become allies but when it clash countries become enemies of each other. Since border agreement between Pakistan and China their national interests match and they emerged as closest allies. Interestingly, Pakistan was one of the main state that extended its recognition to the independence of China. As far back as foundation of discretionary ties amongst Pakistan and China in May 1951, both nations have built up a friendship which depends on brotherhood and equality, balance, fraternity and general participation. Sino-Pakistan relationship is often touted as being “all-weathered” and “time-tested”, and, labeled as “higher than the Himalayas” and sweeter than honey” (Siddique, February 2014: 42)


Despite changing regional and global fragile global circumstances, the China-Pakistan friendship has stayed solid. Both states diplomatic and strategic partnership remained unaffected because of change of governments and leaderships. Both countries always supported each other throughout thick and thins. On Part of Pakistan for instance it facilitated in improving US-China relations that ultimately helped China in getting membership not only in UN but achieving permanent seat in UNSC as well, on the other hand China on its part, always bolstered Pakistan in its worthwhile motivations and assisted Pakistan in an assortment of ventures together with the Gwadar Port Project and Saindak Copper Project in Balochistan. Prior, Heavy Mechanical
Complex in Taxila was additionally settled with China's offer assistance. (Ali, Dec 5, 2014).

China has augmented full collaboration towards making Pakistan confident by giving mastery and know-how with a view to guaranteeing the territorial integrity and sovereignty of Pakistan. (Ali, Dec 5, 2014).

"China was viewed as a dozing giant in prior decades. Be that as it may, now, China is assuming a center part in the Asian district as well as in the whole world. Perceiving the way that territorial joining is an inescapable measure to meet the requests of financially globalized world, the idea of Silk Road was reformulated and rethought by China in 2013 under 'one road, one belt' activity i.e., Economic Belt along the Silk Road and the Maritime Silk Road. Pakistan is a huge accomplice for China as it connections China to the Central Asia, Southern Asian area and Middle East and its significant deep ocean port Gwadar offers access to the Indian Ocean. Both nations have been taking a shot at improving their coordination and key correspondence to protect basic interests. China Pakistan Economic Corridor (CPEC) offer another model of Pakistan and China collaboration which will serve against the scenery of mind boggling and changing regional and global circumstances." (Abid and, Ashfaq, 2015: 145-146)

**China-Pakistan Economic Corridor**

The China-Pakistan Economic Corridor is the game changer project. CPEC is a $46 billion under-construction project. It is a wide-ranging set of connections of infrastructure, roads, railways, pipelines, extraordinary economic zones, dry ports and other communications projects across Pakistan (China-Pakistan Economic Corridor).

The China-Pakistan Economic Corridor will connect China's Xinjiang region and Pakistan with open world through Gwadar Port of Baluchistan Province. Currently, China imports sixty percent of oil from the Gulf countries and for those Chinese ships have to travel a long distance. With the conclusion of CPEC, the distance for this import will reduce and it would take only ten days instead of the current forty five days. (China-Pakistan Economic Corridor).
"The CPEC will be a channel for the Maritime Silk Route that imagines connecting three billion people in Asia, Africa and Europe."(Irshad and Arshad, 2015, 203)

As stated by President Xi Jinping: “The China-Pakistan Economic Corridor is located where the Silk Road Economic Belt and the 21st Century Maritime Silk Road meet." (Rizvi, 2015, 10)

**Routes**

Pakistan and China in order to make their relations stronger encouraged CPEC, for that purpose during April, 2015 the Xi Jinping, the Chinese President visited Pakistan. Both countries accomplished about 51 agreements and MoUs for collaborations in many areas. One of the most vital project has been development of CPEC that aims to connect Gwadar Port with Kashgar. They encouraged the idea of one belt one route, this northeast-southwest strip starts from Kashgar, passes through Taxkorgan, Khunjerab Pass, Islamabad and Lahore, and ends in Sukkur where it is divided into two routes heading to Karachi and Gwadar on the Arabian seacoast.
"One belt will cover a cluster of industries, population and cities. Three passages refer to the east, central and west traffic passages in the core area from Islamabad to Karachi and Gwadar, each of which consists of several trunk railways and highways. The east passage consists of the railway-highway network from Islamabad to Karachi, via Lahore, Faisalabad, Multan, Sukkur and Hyderabad, and is the main traffic artery of the corridor." (Rana, 2015)

The central passage starts from Islamabad in the north and reaches Karachi, via Daria Khan, Jacobabad and Khuzdar through N25 highway, or reaches Gwadar through M8 motorway. The construction of this passage has not been entirely completed and some sections are in the planning and construction phase. The west passage starts from Islamabad in the north and reaches Gwadar, via DI Khan, Quetta, Basima and Hoshab." (Rana, 2015)

"Gwadar is strategically located on the western end of Balochistan coast, opposite to the Gulf of Oman which is an important route for oil tankers bound for Japan and Western countries. The route through Gwadar to Central Asia is the most economical, since the outflow of goods from western China and Central Asia will reach Gwadar and pass through this overland trade route, Pakistan could earn millions of dollars a year in terms of port and cargo handling charges and also as freight charges for the import of cargoes and export of material goods." (Gwadar Port and its importance for Pakistan).
"The Gwadar port is important not only for Pakistan, but also for China, the Central Asian Republics (CARs) and the entire region as a whole. The port provides China with a powerful strategic foothold in the Arabian Sea and the Indian Ocean also, something which India and the US perceive as threats to their regional interests. It will also place the Pakistan Navy in a very strong position and will help to further strengthen its capabilities. The port will be a corridor for the billions worth of trade to and from its docks. It is expected to generate at least two million jobs for the deprived people of Balochistan."¹ (Gwadar Port and its importance for Pakistan).

Authorities call Gwadar port as the "heart" of the China- Pakistan Economic Corridor, a stupendous forty six-billion-dollar venture, giving China more noteworthy access to the Gulf states, African states and European states through Pakistan. Zhang Baozhong, the chairman of the Chinese public company in charge of the development Gwadar port said that, "on Pakistan’s southwest coast, will see roughly one million tonnes of cargo going through it by 2017,". He further added that “We hope a big jump will take place… Our dream is to make Gwadar a regional trading centre.” (Gwadar port to be operational by 2017)

The development of the Gwadar port holds out for the regional countries immense economic returns. The Gwadar port will help to generate economic activities through a land route connecting Kashgar with Gwadar, where China
has already established an economic zone. Gwadar port has the potential to become the world's largest deep-sea ports. Gwadar port has increased the significance and relevance of Pakistan-China relations in regional and international politics.

**Challenges**

One of the serious challenges for the progression of Gwadar Port might appears in shape of assuring security dynamics. Regrettably, certain actors on basis of their vested interests have tried to exaggerate anxiety about the security state of affairs in Gwadar. Consequently, such elements need to be controlled and security of the entire corridor need to be ensured. (Khetran, 84). This goal would be to keep the local population on board in the decision making and implementation process and let the signs of progress be visible to the general population. Without the full-fledged support of the locals, it would be naive to believe that such an extensive project could be implemented successfully. (Khetran, 84)

Another challenge is related to terrorism, and increasing terrorism may disrupt the work because the Tehrik-e-Taliban Pakistan (TTP) is still active despite the Zarb-i-Azb operations. Though it is divided into small groups, terrorists could target military personnel, labours and engineers working in the area. Similarly, "on the Chinese side, the East Turkistan Islamic Movement (ETIM) in Xinjiang may also create problems for the land-route economic activities. However, China has adopted sufficient measures to control the insurgency. Foreign involvement: Another challenge to the economic corridor. The Government of Pakistan has raised this issue with the neighboring countries in order to weed out the insurgency. China and Pakistan have agreed to work together to counter insurgency and terrorism, and have agreed upon a joint security mechanism for the Chinese workers in Pakistan."(Khetran, 85).

Likewise, Iranian Chabahar port is projected by the Indians as a better option through which they may have access to warm water. For making Chabahar port more feasible option India is investing a huge amount of money in Iran. But despite that Gwadar port has edge over Chabahar port on the basis of following reasons.

- Gwadar port is a natural deep-sea port, while Chabahar is not a deep sea port

- The Chinese economic position is better than India, thus in Gwadar Chinese investment is huge and far more pragmatic.
• Iran-India can promote only economic affairs through Chabahar port, while through Gwadar port Pakistan-China will not only promote their economic affairs, but they will also deepen their strategic alignment through which they can transfer the balance of power concept in their favor in Indian Ocean.

• Iran by itself never proclaimed Chabahar as a competitor port to Gwadar port rather on one occasion Iranian representatives dubbed Chabahar and Gwadar port as sister ports. Thus, Indian dream of shattering the significance of Gwadar port through Chabahar seems to face disappointment, as Iran will never compromise its relations with China and Pakistan for favoring strategic targets of India.

• Divergent elements e.g. Indo-Israel close collaborations, Iran-Israel enmity, Indo-US close relations, fragile Iran-US relations, Indo-China strategic completion and Iran-China close collaboration will continue to serve as obstacle in path of success of Chabahar port.

• Success of Chabahar port relies upon peace in Afghanistan, while Central Asian states through Chinese and Pakistani land can enjoy easy and more secure outlet, that again provides Gwadar port an edge over Chabahar port.

Conclusion

Pakistan-China relations got a new pace since the conclusion of border agreement between them, since than both countries relations never looked back, rather it became stronger with passage of each year and their bilateral relations emerged as time tested and all-weather friendship. In 21st century Pakistan-China relations adjusted itself according to the new dynamics of global politics and they continue to maximize their national interests through each other. One of the landmarks of Pakistan-China relations is the development of Gwadar port which has the potential to generate advantages for both states in multi-dimensional shapes. The development of Gwadar port made the idea of CPEC possible in the second decade of 21st century, which has been viewed as a game changer in regional and global politics.

The China-Pakistan Economic Corridor is a set of ventures proposed to speedily expand and advance Pakistani infrastructure, as well as deepen and broaden economic links between Pakistan and the China. CPEC is a historic project. "For countries with different social systems and ideologies that want to collaborate with each other, the China-Pakistan relationship has
become a model to follow. It has revived the true sense of friendship, goodwill and mutual coordination. After the success of "One Belt, One Road" initiative, the CPEC has enlarged bilateral strategic and cooperative partnership to a more comprehensive framework. Both countries hold great love and respect for each other's interests and situations."

The economic corridor will pave a path of economic stability, prosperity and progress for China and Pakistan. The way to turn our economy around is not by making rich people poorer, it's by making poor people richer and CPEC is the best possible option we have. CPEC will bring positive economic and social change in the region. CPEC is a shared destiny of China and Pakistan and its success will guarantee the welfare and prosperity of both countries. Let's hope that this project gets completed soon as to witness Pakistan emerging as an economically stable and prosperous homeland in which Gwadar port will play phenomenal role. Once CPEC fruits come on screen via Gwadar port, than Pakistan and China may project themselves as a land of opportunities rather than threat for regional and international communities.

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Socio-economic Impacts of Drought in Nushki District, Balochistan

Tehmoor Rehman¹, Dr. Syed Ainuddin² & Shabana Faiz³

Abstract
Drought is a recurrent phenomenon in Balochistan and has affected every sector of life. One of the most affected and more prone to drought is Nushki district where persistent drought has affected people severally. This study has been carried out to assess socio-economic impacts of drought in Nushki district, Balochistan. For this study both primary and secondary data were used. Questionnaire was the main tool used for data collection. Research results illustrated that drought has socio-economically affected people. Agriculture production has declined and cultivated areas are damaged. Livestock are malnourished and many have perished. Children and women are more vulnerable and lack of water for human use. To assess the magnitude of the situation, it is suggested that a detailed survey needs to be conducted for drought management and mitigation.

Key words: Drought, Socio-economic, Livelihood, Nushki, Balochistan

1. Introduction
Disasters adversely affect ecosystems and human populations. When a hazard affects vulnerable population, it causes a disaster, which can cause damage and casualties to community (Anjum et al., 2012). Among natural hazards, drought is one of the significant threats to people's livelihood and socio-economic development of community. Every year, drought affect tens of millions of people, as well as play a role to starvation and famine among millions of people (UNISDR, 2007). Drought is considered to be the most complex but least understood of all-natural hazards, affecting more people.

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than any other hazard (Hagman, 1984). Drought has greater impacts on people as compared to other natural disasters because almost all aspects of society can be affected by drought. Drought’s occurrence is unavoidable as it is a normal feature of climate (Wilhite, 2000).

Drought is a creeping phenomenon (Wilhite & Glantz, 1985) and may have a number of social, economic and environmental impacts (UNDP, 2012). A few areas are more prone to drought, and each nation has its own ability to effectively plan for and counter to the impacts of drought. Consequently, the quantity of individuals which are influenced by drought will differ by region alongside effects of drought (UNISDR, 2007).

The climate of Pakistan is arid and hyper-arid in lower southern half. Some areas remain very dry and are continuously vulnerable to drought. Due to its hyper-arid climate, Balochistan suffers frequently from drought. The continued drought, especially in Balochistan, has completely crushed the nourishment security of countless. (Anjum et al., 2010). Balochistan is among the most drought-prone areas of Pakistan where harsh drought events have been recorded in 1967-1969, 1971, 1973-1975, 1994, 1998-2002, and 2009-2015 (UNDP, 2015). Repetitive drought is one of the main challenges faced by Balochistan. Nushki is one of the worst-affected areas, which had not seen any drizzle for years. (Anjum et al., 2012). Agriculture and livestock are main source of livelihoods of people in Nushki district. The area is already deprived of many services and when rainfall is below than average, this will increase their miseries (UNDP, 2015). This research study is an effort to understand the socio-economic impacts of drought in Nushki district.

![Monthly Rainfall in Nushki from 2012 to 2015](image.png)

Figure 1: Monthly rainfall in Nushki District from 2012-2015
(Source: Pakistan Meteorological Department, 2016)
2. Study Area and Methodology

District Nushki is an administrative district of Balochistan and lies in south-west of Quetta. Geographically it lies between 65°07'42"- 66°18'45" East longitudes and 29°01'51"-29°52'37" North latitudes. Administratively it is divided into ten union councils and it has an area of 5,797 square kilometers.

The study employs both qualitative and quantitative methodologies, where both the primary as well as secondary data and information were collected. For primary data collection different means were used, namely, household questionnaire survey, interviews of key informants and field observations. While for collection of secondary data published research journals articles, books, analysis of government and NGOs annual reports and policy documents were used to get information.

Multistage sampling technique was used to collect data. Four most affected union councils Ahmed Wal, Anam Bostan, Daak and Kishingi were selected for the household survey. Proportionate stratified sampling technique was used to select 198 samples from the selected union councils. Villages were selected through Purposive sampling technique and at the last stage household were selected by random sampling technique. Location of sampled villages are shown in the figure below.

![Figure 2: Location of sampled villages](image-url)
3. Socio-economic Characteristics of Respondent Households

For analysis of socio-economic impacts of drought, 198 household respondents were interviewed from four most affected union councils of Nushki district. Salient characteristics of respondents are given in the table below.

Table 1: Respondents Profile

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</tr>
<tr>
<td>High school</td>
<td>39</td>
<td>18.2</td>
</tr>
<tr>
<td>College/University</td>
<td>46</td>
<td>23.2</td>
</tr>
<tr>
<td>Total</td>
<td>198</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of households depend on agriculture and livestock of their livelihood. Figure below shows occupational structure of households.

Figure 3: Occupation of respondent households
4. Socio-economic Impacts of Drought

With most of households depending on agriculture and livestock for their source of income, reduction in rainfall has affected their livelihood and socio-economically affected them. Socio-economic impacts of drought are discussed below.

4.1 Agriculture

Agriculture in Nushki district still largely depends on rainfall despite growing number of tube wells. Almost all of union council Anam Bostan and Daak are rain-fed areas. Whereas in Kishingi and Ahmed Wal union councils tube wells, karazes and rain water are source of agriculture, where most of karazes are now dried due to drought. Farmers in Daak plains totally depend on rain for their agriculture. Drought affected the area significantly, the effects include damaged to cultivated areas and reduction in crop yields. Truly, extreme deficiency of food-grains had been knowledgeable about the area amid past droughts (UNDP, 2015). This reduction in agricultural production may continue to further effect household incomes and fodder for livestock. Cultivated areas in different union councils are damaged and in rain-fed areas almost no agriculture is possible.

Wheat and barley production has significantly reduced due to less rainfall. Farm incomes have been reduced due to reduced crop yields. 67.2% respondents were in view that revenue from agricultural products has been reduced.

Table 2: Revenue decline of Agricultural products

<table>
<thead>
<tr>
<th>Revenue decline of agricultural products</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>67.2%</td>
</tr>
<tr>
<td>No</td>
<td>20.2%</td>
</tr>
<tr>
<td>Undecided</td>
<td>12.6%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2016

4.2 Livestock

The rural community of Balochistan for the most part relies on domesticated animals that normally include sheep and goat (UNDP, 2015). Drought has badly affected Livestock health in Nushki district because due to drought grazing opportunities has been reduced. Further there is less water for livestock in this arid area, particularly in rain-fed areas. This resulted in revenue decline of livestock production and loss of livestock.

Table 3: Revenue Decline of Livestock Production
According to research results, 20% animals have been perished. Whereas a survey was conducted by UNDP (2015) in Nushki district, and according to which mortality rate recorded in livestock population is around 30%.

People have sold their animals as they had no other option because persistent drought in the area has cause damage to rangelands and no water, especially in rain-fed areas where earthen ponds (Nawars) are almost totally dried. Poor health of livestock also affected market prices and people sell their animals at throw away prices. Camel price has dropped to 40% and small ruminants (sheep/goats) has reduced to 28%.

### 4.3 Income losses

As most of rural households depend on agriculture and livestock as their source of income so that recent drought has affected household income. Effects of drought cannot be felt only on agricultural households but it has affected all sectors and thus reduced income levels. Because agriculture and livestock are backbone of the economy of the district. When asked about income loss, 70% respondents reported income loss while average household income loss was 22%.

**Table 4: Reduction in Household Income**

<table>
<thead>
<tr>
<th>Reduction in household income</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>70%</td>
</tr>
<tr>
<td>No</td>
<td>30%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2016

### 4.4 Effects on Health and Nutritional Status

Drought has seriously affected the health status of the people. Eye infection, skin diseases, gastro and diarrhea among children were common reported incidences. Most of respondents specified tuberculosis as medical issue because of drought. According to health officials, increase rate of illnesses has been reported related to water and malnutrition. Poor quality of drinking water in rain-fed areas has caused gastro and diarrhea among children. 73% respondents were of the view that health status of their family members declined due to drought.
Table 5: Drought effect on health

<table>
<thead>
<tr>
<th>Drought effect on health</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>73%</td>
</tr>
<tr>
<td>No</td>
<td>27%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2016

As mentioned earlier, decline in milk production and milk products caused malnutrition in children. According to World Food Programme (2014), Nushki is highly food insecure.

4.5 Impacts on Women and Children

In drought affected areas, every population class has been affected. Though, due to their socio-cultural and economic positioning, women are awfully affected by drought. The study comes about demonstrate that women and children are most vulnerable to drought. Due to poor nutrition and poor sanitation they become more susceptible to diseases.

Women fetch water from longer distances in rain-fed areas as water sources in the villages are dried due to drought. Apart from gathering water for domestic use women also do other works such as harvesting and livestock feeding. Drought has increased their miseries and thus affected them severally.

4.6 Migration

Lack of water and fodder and grazing opportunities in rangelands is forcing people to migrate to irrigated areas. From research results it was found that in rain-fed areas, 20% respondent households’ family member have migrated due to drought. The failure of rains and scarcity of water was described as the primary reason for migration. Loss of employment, search for alternate employment opportunities, lack of pasture for livestock and food scarcity were the other important reasons for migrating to other areas.

4.7 Lack of Water for Human Use

One of the serious limiting factor in arid desert environment of Nushki is water (Jamali, 2006). As water sources have dried because of drought, people suffered heavily especially in rain-fed areas. 56.6% respondents reported that there is lack of water for human use. It is also important to know that in rain-fed villages of union council Daak and Anam Bostan more than 80% respondents said that they are facing water deficiency for daily usage.
Table 6: Lack of water for human use

<table>
<thead>
<tr>
<th>Lack of water for human use</th>
<th>Percent response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>56.6%</td>
</tr>
<tr>
<td>No</td>
<td>43.4%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2016

5.8 Disturbing Schooling of Children

As drought caused loss of household income and other social facilities this in turn resulted in affecting education of children. Drought has negative effect on the education of children. When asked about drought effect on child education, 59.6% respondents indicated that the education of their children was not affected while 40.4% indicated that it was affected.

Table 7: Drought effect on schooling of children

<table>
<thead>
<tr>
<th>Drought effect on children education</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education affected</td>
<td>40.4%</td>
</tr>
<tr>
<td>Education not affected</td>
<td>59.6%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2016

4.9 Decrease in Recreational Activities

Drought has caused frustration and anxiety among local population and decreased recreational activities. Due to loss of livelihoods people are seeking alternate source of income and engaged in daily wages and labour work. This all created a situation where opportunities for enjoyment are less. It is interesting to note that 76.8% respondents indicated that recreational activities have been decreased due to drought.

Table 8: Decrease in Recreational Activities due to Drought

<table>
<thead>
<tr>
<th>Decrease in recreational activities</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>76.8%</td>
</tr>
<tr>
<td>No</td>
<td>20.2%</td>
</tr>
<tr>
<td>Undecided</td>
<td>3%</td>
</tr>
</tbody>
</table>

Source: Primary Data, 2016
5. Conclusion
One of the most important disaster, affecting socio-economic condition of community, is drought. Drought is common feature in Balochistan and one of the most affected district is Nushki. Drought has caused considerable social and economic effects and threatened the livelihoods of inhabitants in the area. Cultivated areas are damaged and production is less. This has caused revenue decline from agriculture. Livestock are perished and revenue decline of livestock production has been reduced. In rain-fed areas, no farming activity is possible due to water deficiency for the last four years. This paper finds out that rain-fed areas are severally affected and people who depend on agriculture and livestock are more vulnerable as compare to those who has permanent source of income like those in government job. Based on the findings of the study, it is recommended that government should conduct an urgent detailed survey of the population so that to assess the magnitude of the situation and to respond accordingly.
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General description of Utilitarian/ Vocational and Liberal Education

Abstract

There are two types of education and I have tried to delineate and decipher the meaning of the two. Historical perspective and changing circumstances have also been given which indicate that in the beginning the emphasis was on liberal type of education. But with the passage of time and development, utilitarian education was introduced in universities and it became of paramount importance. The comments of luminaries on two types of education have also been excerpted which provide various shades of opinion. Since the tremendous development of Science and Technology, the liberal education has been put on back-burner and the top-priority has been given to utilitarian education, but to put the matter in a right perception, a case has been made to the effect that liberal education has its validity in today’s world. As the liberal education has a civilizing effect and the culture, spirituality and intellectual prowess are embedded to it, therefore it cannot be ignored.

Keywords: Knowledge, Liberal education, Utilitarian, Vocational,

Introduction

It is sometimes difficult to neatly differentiate between utilitarian and liberal education as many courses and topics overlap each other and at most places the difference is blurred. There has also been controversy since long that which type of education could be best suited to the times and which one should be assigned a secondary role. However, in today’s world utilitarian education has an edge over liberal education for reasons of usefulness and progress. But a society also needs liberal education to uphold values, curious learning and freethinking.

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Utilitarian Education

By utilitarian education we simply mean the practical value of education or its utility and economic usefulness. Professional, technical and vocation subjects generally fall in the domain of utilitarian education. The utilitarian education aims at human needs such as food, shelter and survival and a country needs expertise for its industrial and agriculture development and poverty eradication. Such type of education also provides better job opportunities and can improve the material conditions of the people. A nation needs trained manpower and its human resource development which can best be provided by utilitarian education.

An important feature of utilitarian education is specialization which arises because of enormous progress and explosion of knowledge. Specialized knowledge is different from broad-based or all-round knowledge. Specialized knowledge necessitates in depth knowledge i.e to know more and more about less and less. On the other hand, generalist or broad-based knowledge can cover the surface of the subjects which may not be useful.

The flip side of specialization is that a man may be engrossed so much in his narrow field of studies that he may miss many important things in life. “Science in our age of specialization puts its practitioners into a compartment from which it is hard to step out,” says Linus Pauling (Alhaq, P-219). According to Sir Livingstone, it is dangerous when the specialization may not bring a student in contact with human nature and values (Hussain, p-56).

The distressing side of Science and Technology is the ever looming threat of nuclear war, toxic waste, Greenhouse effect, air, water and food pollution, health hazards and climate change. These issues need to be addressed and corrective measures are required.

Liberal education:

The word ‘liberal’ refers to that education which is appropriate for free human beings (Freyman, p-1). ‘Webster’s New World Dictionary’ defines Liberal education as education in Liberal arts while liberal arts include subjects like literature, philosophy, languages, history and survey courses of sciences as distinguished from Professional and Technical subjects. Survey courses of science means looking at sciences in a comprehensive and general way i.e review them.

Freyman says that the Liberal education constitutes a particular set of disciplines such as Liberal arts, Humanities, the Social Sciences and natural sciences which are not primarily vocational (p 2-3). Dr. M. J. Adler takes a broader view and describes Liberal Education as follows”
Liberal education is tied to certain academic subjects, such as philosophy, history, literature, music, art and other so-called humanities. In the liberal art tradition, scientific disciplines such as Mathematics and Physics are equally considered liberal, that is equally able to develop the process of mind (p 105-106).

However, Adler states that the aim of Liberal education is not to produce scientists but to develop free human beings (p-107). (Here it is pertinent to point out that Mathematics and Physics means pure, abstract and theoretical and not applied Mathematics and Physics). In pure Mathematics and theoretical Physics, research is expected to broaden and deepen our understanding of nature. (Pervez, p-216). Mulachy referring to the Aristotle says that liberal education is the knowledge which one seeks out of curiosity to enjoy (p-2).

Utilitarian and Liberal education in the light of changing circumstances:-

A country’s education aims are influenced by its prevailing political, economic, social and religious conditions e.g once in Greece the aim of education was the survival from threats hence physical strength, courage and obedience was encouraged. (Khalid, p-67). The leading British magazine ‘economist’ gives an historical perspective of education and writes:

Before the utilitarian concerns, schooling was mostly for jobs in government or religion and the emphasize of schools was on character, culture and morality rather than skills. Eastern schools were inspired by the works of Confucius and sayings of Buddha and the West looked to Greek and Roman philosophers and historians, at least the elite class. For other people, Bible was the main text book. (The great learning, p-76)

Michael Allen submits certain thoughts of influential thinkers in an historical order and here are a few excerpts from it:

Aristotle was critical of vocational education and considered it as unworthy of a freeman. While Martin Luther said that the purpose of education was to meet the requirements of individual’s vocation. In the Renaissance education was meant for all round development of individual and not vocational skills. Bacon in the 17th century stated that knowledge with empirical evidence was necessary for mastery over nature and betterment of human condition. However, up to the 18th century, no proper place was given to the scientific subjects. The idea of utility was strong in the 19th century but ‘Paul Newman’ rejected it and he wrote a book ‘The idea of a University’ where he favoured Liberal arts as the core subjects which entailed Literature and Science.
combined with Philosophy. Newman also emphasized on Christianity in education. During Newman’s time – the universities like Oxford and Cambridge were linked to religion. Allen concludes that broadly the Liberal Philosophy favors theology and humanities and the Liberal arts colleges emphasize on library and group discussion. While the vocational view has its support in sciences and professions and their home os laboratory (Allen, P 65-79)

Charles Eliot (once the President of Harvard University in the 19th century) followed the German system of higher education and introduced the professionals schools while in Germany Physics, Chemistry and Geology were treated equally with humanities in Universities. The graduate seminar, the Ph.D and student freedom were all German ideas (Ideas – 951). Charles Eliot also argued that if Liberal education is about freedom, then we should allow students to take whatever courses they want. (Freyman, p-3).

**Various Shades of Opinion on Utilitarian and Liberal Education: -**

The British Philosopher Bertrand Russel wrote on Mathematics, Philosophy, Morals, Science, and Education. Russel with Whitehead wrote ‘Principia Mathematicia’ which was an attempt to reduce all mathematics to Logic. He addresses the question of Utilitarian and Liberal education, as follows:

Without Physics and Physiology and Psychology, we cannot build the new world, we can build it without Latin and Greek, without Dante and Shakespeare without Bach and Mozart…………. Nevertheless, there is another side to the question. What will be the good of the conquest of leisure and health, if no one remembers how to use them (Russel on education P 21, 22). By use of Leisure and health Russel means that they require intelligent activities otherwise they could be tedious. This implies that Liberal; education can best provide intelligent activities.

Russel on education further states: I do not suggest that humanistic elements in education are less important than the utilitarian elements. To know something of great literature, something of word history, something of music and painting and architecture is essential for the life of imagination to be fully developed (p-23). However, Russel adds that Science too can stimulate the imagination.

Max weber citing Leo Tolstoy says, “Science is meaningless because it gives no answer to our question, the only question important to us: What shall we do and how shall we live?” (Gerth & Mills, p-143). According to Feynman, the problem of moral values and ethical judgments is one into which science cannot enter Therefore, meaning of life and moral values are outside the
ambit of Science and science is indifferent to them (p-120). M.J. Adler says that Science does not tell us why and wherefore of things not it can prevent us from misusing the power which it provides us (p-16)

The civilizational, spiritual and cultural values have a special place in Liberal education. Sir Richard Livingstone in his essay ‘Education and Training of Character’ gives a very broad view of education and here is an excerpt from it:

The efficiency of a community depends on its technical and vocational education, its cohesion and duration largely on its social and political education, but the question of its civilization depends on something else. It depends on its standards, its sense of values, its idea of what is first rate and what is not. The vocational and social aspects of education are essential but the most fatal to omit is the spiritual aspect (Hussein, p-106).

The noted Social Scientist Erich Fromm says, “We find today a tremendous enthusiasm for knowledge and education, but at the same time a skeptical or contemptuous attitude toward the allegedly impractical and useless thinking is concerned ‘only’ with the truth and which has no exchange value on the market (Fromm, p -840). Fromm means that today there is emphasize on type of education which is useful for the purpose of market while thinking and finding the truth are looked with disdain.

Pervez Hoodbhoy says, “A modern graduate should be capable of scientific inquiry, be able to reason mathematically, have some understanding of culture and history, and be capable of coherent expression in speech and writing”. Pervez further says: “The key point that makes a person with a university degree valuable is his or her adaptability. An adaptable graduate manages to find a niche in academia, industry, or elsewhere, because of broad range of interests and knowledge (p 236-237).

**The Case for Liberal education:**

Liberal education is undermined by much progress in utilitarian or scientific and technological education, the thrust of educational policy of any country is mostly on utilitarian education while liberal education has been assigned a peripheral role. However, many educators are of the view that Science and Technology alone cannot solve all human problems therefore they emphasize on liberal education, also. According to M.J. Adler, Science does not tell us why and wherefore of things; nor it can prevent us from misusing the power which it provides us. Science can be constructive as well as destructive (p-16).
The supporters of Liberal education contend that Liberal education is humanistic and has the capacity to help in character building, making ethical judgements, creating a man of wisdom and connects with higher human ideas through great books. Liberal education aims at enrichment (not in material sense) of human beings. Some people argue that good human beings don’t need much instruction in Liberal Education as personality of man is fixed either by genes or environment. Feynman dispels this notion on the ground that to be a good human being, one needs some sort of effort and guidance which the Liberal education can provide (Freyman, p-14).

The three main aspects of Liberal education are (i) culture (ii) Spiritual(iii) Role of the intellectuals or intelligen\textit{tia}. Culture broadly speaking encompasses Sciences, religion and the social customs (foundation of education p-68). According to Leo-Strauss; Liberal education is in fact for culture or directed to culture and its objective is to produce cultured men and cultivated mind. (What is liberal education p-1). Therefore, how to live is an important aspect of Liberal education. J.N Kapur commenting on the role of Higher education emphasizes on its civilizational and cultural aspects and places vocational education as incidental and secondary (Higher education, p-7). Preservation and transmission of culture is an important function of higher education and cultural change has an important place in liberal education. The French revolution of 1789 with its slogan of liberty, quality and fraternity ended the dominance of culture of aristocracy and the European society gradually changed into democracy. (Ali p 17-18).

Spiritual aspects of Liberal education are of great importance while dictionary meaning of spiritual is the people’s deepest thoughts and beliefs rather than physical surroundings. In addition to people’s religious beliefs, the term spiritual also encompasses morality, meaning, values, beauty and love – purely non-material things. Man has spirit/soul and values and Liberal education deals with all the things spiritual. According to Russel, material things can be taken by force and one can be killed but not the things spiritual such as thought or art (Political Ideal p-11). Similarly Maslow says that education should take hold of spiritual and highest values (p-52).

Liberal education has the capacity to produce intellectual/intellegentia. An intellectual is someone who is enlightened with sophisticated ideas. Liberal education helps in building intellectual qualities in men like understanding, knowledge and wisdom ( Adler, p-91). S.G. Mullachy says that an educated person, inspired by Liberal education, is an intellectual type and has the abilities to engage in thoughtful action. He possesses wide knowledge and is aware of citizen’s rights and takes care of other (p-19). Intellectuals are generally members of civil society who fight against obscurantism and
broadly work in social, cultural and civil right movements. Writers like Voltaire, Rousseau and Montesquieu who were products of liberal education played a significant role in the French revolution of 1789. In history, the European intellectuals responded to the challenges of the time which resulted in renaissance and promoted humanism, rationalism and enlightenment (Ali, p-125).

In short, we can say that liberal education emphasizes on theoretical, cultural, spiritual, moral and intellectual aspects of education and excludes utilitarian/vocational education. Intuition, wisdom, synthesis of ideas, aesthetics and curious learning have a special place in liberal education. Humanism, individual freedom, democracy, freedom of opinion, toleration, women rights and respect for minorities which have an element of liberalism are the part and parcel of liberal education. General ability, independent thinking, character building, cultured and sophisticated man and potential leaders are some of the products of liberal education.

**Conclusion**

There is a difference between two types of education- utilitarian and technological on one side and Liberal education (liberal arts and humanities) on the other side. As there has been enormous progress in knowledge therefore knowledge has been compartmentalized and one is obliged to opt for specialized knowledge. But the narrow specialist knowledge may restrict one’s outlook and general understanding of important things in life. However, Specialist knowledge helps us in getting in-depth knowledge and mastery over a subject.

The economic usefulness of utilitarian education (Science and Technology) is mostly visible and tangible and it may help in providing food, shelter and survival and lead to development in industry, agriculture and human resource development. But technology has also its distressing side like nuclear threat, climate change, health hazards, etc. Utilitarian education may not enter into the realm of morals and values where the liberal education has an edge. Therefore, Science and Technology can be constructive as well as destructive, a cure as well as poison and it is not sufficient alone.

Cultural, spiritual and non-material things generally fall in the ambit of liberal education. The values which inspire our spirits are in fact realities but not physical and material. The Liberal education may not have immediate utility but it has the capacity to produce potential leaders and intellectuals who can spearhead movements like civil and human rights. The intellectuals can engage the civil society to fight against political and social ills and can mould the direction of society for a good cause. Liberal education can also
create a man of culture i.e one who is interested in literature, music and art and other interesting activities and thus enriches the mind.
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Analyzing the Government and Non-Governmental Organization (NGO) impacts on the enrollment and dropout at primary level, in Nushki District of Balochistan

Mahjabeen Aziz Mengal¹ & Dr. Mumtaz A. Baloch²

Abstract

This article explains the impacts of government and NGO/Azat Foundation’s schools on the enrollment and dropout, at primary level, in Nushki District of Balochistan. The required data and information were collected through questionnaire survey from 200 households where children were enrolled in Government and NGO schools. Additional information were gathered from households, group discussions, semi structured personal interviews and observation. The secondary data included books, journal articles and websites. The Statistical Package for Social Science (SPSS) was used to analyze the data. Data was analyzed through descriptive statistics and linear regression model. The findings of the study exposed a number of socio-economic factors dominantly effected the enrollment and dropout rates in both the government and NGO schools. For example, number of children (boys and girls) increased at household level, raised the enrollment rates. Similarly, parents’ visit to school, boys and girls not enrolled in school and dropout cases in household positively influenced the enrollment rate. However, the enrollment rate likely went down in households where the annual income decreased and the dependency increased. The findings depicted that teachers’ harsh behavior and lack of basic facilities significantly affected the enrollment rate of children in schools. Surprisingly, the dropped-out children had become examples for their parents in households. To avoid such incidents, parents reenrolled the dropped-out children in schools, without any delay. In this respect, parents meetings played an important role. On the contrary, the findings showed that long distance to schools and inadequate basic facilities have become major causes of dropout in the study area. We recommend the concerned authorities of government and Non-Governmental Organizations to raise awareness

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programs at household level, allocate sufficient budget and ensure provision of basic facilities including free transportation to improve the enrollment and overcome the dropout incidents, at primary level in Nushki District of Balochistan.

Key word: Primary education, Government and NGO/Azat Foundation schools, Enrollment, Dropout, Nushki, Balochistan.

1. Introduction

Education plays an important role in human development. Education process brings awareness, develops skills and abilities in human beings; and eventually makes good citizens (Government of Pakistan, 2004). According to the World Bank (2011), an educated child proved to be a better parent, taken effective decision and earned a very good living compared to an illiterate. In 1999-2008, 77% to 86% girl’s enrollment has been increased in primary schools of developing countries (UNESCO, 2011). On contrary, Glewwe and Kremer (2005), argued that in developing countries education system faces many problems due meager resources, absence of teachers and less qualified teachers. Non-Governmental Organizations (NGOs) proved to be improving the education system in developing countries including Pakistan. For example, NGO schools provide books free of cost and necessary stationery; collaborate with governments and supported the government schools by providing funds for buildings, and basic facilities such as, drinking water and washrooms (Iqbal, 2009; Mundy & Murphy, 2001). Overall, NGO schools seemed to have been more effective in providing better primary education compared to Government schools in developing countries (Khan, 2005; Asfhaq, 2015).

NGOs are widely known collaborating with government and non-state providers of basic services. When government is unable to fulfill the responsibilities in education sectors, NGOs move forward to intervene (Doftory, 2004). In Pakistan, formal government gratitude of NGOs has aroused mostly since the 1990s (Batley and Rose, 2010). According to Lynd (2007), 9% of primary schools in Pakistan even did not have blackboards, 24% were suffered from the absence of course books for students, and 46% are suffering from unavailability of desks as compared to these rough edges of Government schools. NGOs provide almost all required facilities to their schools. However, in presence of many I/NGOs in Balochistan, the literacy rate seemed to have been stagnant for decades. According to The Human Rights of Commission of Pakistan, in Balochistan, the quality of education is poorer than the other provinces of the country, a number of children are still
out of school and the rate of enrollment is still lower and slower (HRCP, 2014). Consequently, Balochistan is the least literate province of Pakistan. “Our teachers are not properly trained. Instead of adopting a dictatorial attitude towards students, they should focus on learning” (Ahmed, 2013). According to a survey report (Dawn, 2013), due to political favor, majority of teachers in government schools do not bother to perform duties. It happened due to poor governance. As a result, 78% of children in Balochistan are deprived of primary education.

Pakistan is among those countries which ratified the global legislations to achieve success and progress in education sector. In 2000, Pakistan ratified Dakar Framework of Action for Education for All (EFA) and the Millennium Development Goals (MDGs). The constitutional Article 25a “the State shall provide free and compulsory education to all children of the age of five to sixteen years, in such manner as may be determined by law” that the state to make responsible to its Government schools to ensure quality education at all level. Nevertheless, both the Government and NGOs seemed to have been failed to achieve the aforementioned goals. Pakistan has a net enrollment ratio (NER) of 57% for children enrolled, whereas the target was 100% (http://sparcpk.org/sopc2014/Education_Chapter_2014.pdf). Government and NGO schools are the key intervening sources for providing primary education in developing countries. However, still many children from poor families do not equally benefit from Government and NGO schools (Doftory, 2004).

With the collaboration of government some of Non-Governmental Organizations (NGOs) have played an important role to promote and facilitate the primary education in Pakistan since 1947 (Azhar, 1991, Saeed 2000; Baloch, 2010). However, in accordance of economic survey of Pakistan it is the responsibility of Pakistan to achieve all the millennium goals (MDGs) and other international education goals such as, Education for All (EFA), to have success in primary level of education. Unfortunately, in achieving these millennium goals Pakistan is still lagging behind as compare to the other countries (PSLM 2010-2011). Low enrollment and high dropout is a great challenge for Pakistan at primary level of education (Malik, 2002). Primary education is being ignored in terms of essential facilities and resources (Illahi, 1989; Batley et al., 2010).

In Balochistan, different NGOs are involved to collaborate with government to improve the education system. In Noshki District, Azat Foundation AF has established a few full-fledged primary and high schools, perceived to be more
effective when compared with government schools. In this regard, no such research has been conducted to compare the government and NGO or Azad Foundation schools’ enrollment and dropout cases, including the factors associated. Hence, this study analyzed the factors that effected the enrollment and dropout in both the Government and NGO schools.

2. Study area
Nushki District was selected as the study area for this research. Nushki is one of the poorest districts where both the Government and NGOs are engaged to educate people. There are approximately 152 Government and 7 NGO primary schools in Nushki http://nushkal.shaigle.com/. The study analyzed that effected the enrollment and dropout in government and NGO schools.

Balochistan is the least literate province of Pakistan. According to a survey report (Dawn, 2013), due to political support, majority of teachers in government schools do not bother to take classes. Because of that about 78% of children in Baluchistan are deprived of primary education. According to BEMIS 2009, in district Nushki, the government primary schools are often functioning without lots of basic and essential facilities, such as appropriate building, electricity, water facility, toilet, furniture, reading and writing materials and the most important well-educated teachers as well –that eventually affected the enrollment and dropout rate in district Nushki. (GoB, 2011). Azad Foundation (AF) Baluchistan in particular and National Commission for Human Development (NCHD) appear to be the leading NGOs providing education either free of cost or charging an affordable fee. For provision of quality education to poor and marginalized community, Azad Foundation with the support of Action Aid Pakistan has established six (06) community schools in district Nushki. In addition, realizing the importance of girls’ education AF with the support of IIm (Ideas Education Innovation) has established seven (07) campus community cluster schools for girls, provided almost all facilities, in order to enhance education in areas (http://www.azatfoundation.org/program-components/education).

3. Methods of data collection and analysis
This was a descriptive and explanatory type of study. The research applied both the quantitative and qualitative techniques to explore the performance of Government and NGO interventions in improving the primary education and to assess the social, economic and the institutional factors that effected the primary education enrollment and dropout rate. Required data was collected through primary and secondary sources. The Reconnaissance Survey (RS)
supported to acquire the secondary data and observe the schools’ conditions. Moreover, during the RS necessary data were gathered such as, enrollment and dropout rate and number of teachers. Through questionnaire survey both qualitative and quantitative data was collected. Four Focus Group Discussions (two with each type of school) were held. During the Focus Group Discussions and key informant interviews useful information was gathered from parents, community members, teachers and Government and NGO schools’ principals on the enrollment and dropout rate and the major causes. The observation tool significantly helped to see the ground realities for instance, teachers’ behavior, available facilities in schools and the enrollment both in schools and households. The secondary data included published research articles, books, annual reports of Government and I/NGOs and websites. To analyze the data initially, descriptive statistics was used including mean, frequency distribution, percentage and multiple regressions (linear regression).

3.1 Sample size and sample design
Out of 700 households, 200 were randomly targeted. The required data and information were collected from households where the sampled schools’ children lived. Categorically, 100 households were targeted from government and the other 100 from NGO beneficiary households. Initially, 10 questionnaires were pretested and necessary modifications were made (Table 1). It is notified that the pretested questionnaires have not been included in the sampled size.

<table>
<thead>
<tr>
<th>Name of Schools</th>
<th>Estimated enrollment</th>
<th>Households sampled</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary School Saydan Killi Mengal</td>
<td>97</td>
<td>30</td>
</tr>
<tr>
<td>Primary school Qazi Abad Noshki.</td>
<td>172</td>
<td>70</td>
</tr>
<tr>
<td><strong>NGO schools</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Azat Foundation School Qazi Abad</td>
<td>472</td>
<td>80</td>
</tr>
<tr>
<td>Primary School Sardar Abdul Samad Dak Noshki</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>200</td>
</tr>
</tbody>
</table>

4. Factors effecting the enrollment rate in Government and NGO schools
The linear regression model (“stepwise method”) was found ‘best fit’ to analyze the assumed and hypothesized factors which doomed to have influenced the enrollment rate in Government and NGO schools” at primary level. The model revealed that 84% of the variation.
The model is specified as follows:

\[ Y = b_0 + b_1X_1 + b_2X_2 + \ldots + b_nX_n + u_i \]

- \( Y \) = Enrollment rate at household level
- \( b_0 \) = Constant
- \( b_1, b_2, \ldots, b_n \) = Coefficient of the independent variables
- \( u_i \) = Random term

Following twenty-nine (29) factors were included in linear regression to understand the factors that significantly influenced the enrollment rate in Government and NGO schools, categorically.

- \( X_1 \) Age of household head
- \( X_2 \) Annual income of household
- \( X_3 \) Household size
- \( X_4 \) Number of children in household
- \( X_5 \) Number of dependents in household
- \( X_6 \) Number of girls in household
- \( X_7 \) Number of boys not enrolled
- \( X_8 \) Distance from house to school
- \( X_9 \) Time to reach to school
- \( X_{10} \) Education status of household head
- \( X_{11} \) Visit of household head/s to school
- \( X_{12} \) Number of not enrolled girls
- \( X_{13} \) Number of boys in household
- \( X_{14} \) Number of boys in household
- \( X_{15} \) Total number of children in household not enrolled
- \( X_{16} \) Means of transportation
- \( X_{17} \) Library
- \( X_{18} \) First aid facility
- \( X_{19} \) Furniture
- \( X_{20} \) Toilets
- \( X_{21} \) Electricity at school
- \( X_{22} \) Physically punishment
- \( X_{23} \) Total number of enrolled children
- \( X_{24} \) Playground
- \( X_{25} \) Environment of school
- \( X_{26} \) Dropout cases of girls
- \( X_{27} \) Dropout cases of boys
- \( X_{28} \) Government School teachers’ behavior
- \( X_{29} \) NGO school teachers’ behavior

5 Results

The linear regression (stepwise method) unveiled 8 factors that significantly influenced the enrollment rate of both girls and boys in the Government and NGO schools, in District Nushki of Balochistan. Out of eight factors associated, six variables significantly and positively influenced the enrollment rate at primarily level. However, two factors affected the enrollment namely, the environment of Government schools and total number of not enrolled children (Table 1).

5.1 Positively associated variables

The results of the analysis indicated that ‘parents’ visits to school’ significantly influenced the enrollment rate, both in the Government and NGO schools. For example, it not only helped in increasing the ‘enrollment rate of boys and girls and those were not enrolled at that time; but it also positively impacted the entire school age children’s enrollment including the ‘dropout cases’, at household level, in Nushki district of Balochistan. In
addition, parents likely enrolled their children in schools where the better toilet facility existed.

Results showed that NGO teachers appeared be more amicable and cohesive compared to Government school teachers. Findings showed that 76% of parents visited schools when invited; it stimulated parents to enroll other children. Parents visit to schools in particular and meeting at community level seemed to have positively impacted the enrollment rate.

Findings of the study revealed that all Government schools were with very miserable condition of toilets and mostly lacking the water facility. Even one Government school had no any toilet facility for children. In this regards, NGO schools provided well facilitates such as, toilet, water and better environment. However, parents informed that NGO schools charged monthly fee in the study area (like private schools).

5.2 Negatively associated variables

Teachers’ negative ‘behavior’ and ‘dependency’ at household level significantly hindered the enrollment rate (Table 1). In addition, there were average 6 dependent persons in every household. Almost all people depended on one person. It has eventually affected the enrollment rate. Results illustrated that 46% of students faced corporal punishment by school teachers.

Table 1 Regression coefficients of variables influencing the ‘enrolment’ in Government and NGO schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>Description</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td>-3.015</td>
<td>.483</td>
<td>-6.239</td>
<td>.000</td>
</tr>
<tr>
<td>X1:Children in household</td>
<td>Number</td>
<td>.649</td>
<td>.040</td>
<td>.944</td>
<td>16.329</td>
</tr>
<tr>
<td>X2:Parents visit to school</td>
<td>1 if parents visited school; 0 if not visited</td>
<td>.454</td>
<td>.184</td>
<td>.110</td>
<td>2.473</td>
</tr>
<tr>
<td>X3:Boys not enrolled in household level</td>
<td>Number</td>
<td>.118</td>
<td>.027</td>
<td>.240</td>
<td>4.369</td>
</tr>
<tr>
<td>X4:Girls not enrolled</td>
<td>Number</td>
<td>.154</td>
<td>.028</td>
<td>.301</td>
<td>5.405</td>
</tr>
<tr>
<td>X5:Dependents at household</td>
<td>Number</td>
<td>-.111</td>
<td>.036</td>
<td>-.175</td>
<td>-3.077</td>
</tr>
<tr>
<td>X6:Dropout cases in household</td>
<td>Number</td>
<td>.100</td>
<td>.030</td>
<td>.175</td>
<td>3.349</td>
</tr>
<tr>
<td>X7:School teachers’ behavior</td>
<td>1 if NGO school; 0 if government</td>
<td>-.842</td>
<td>.185</td>
<td>-.234</td>
<td>-4.555</td>
</tr>
</tbody>
</table>
### Basic facilities in schools (safe drinking water, electricity, washroom,)

<table>
<thead>
<tr>
<th>School</th>
<th>Satisfied: 0 if not.</th>
<th>.782</th>
<th>.188</th>
<th>.194</th>
<th>4.149</th>
<th>.000</th>
</tr>
</thead>
</table>

Field survey, 2016

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#### 6. Factors influencing the dropout in Government and NGO schools

Following twenty nine (29) factors were included in the linear regression model. The model (stepwise method) detected nine (9) variables that significantly influenced the dropout incidents. The model depicted 80% of the variation.

\[
X_1 \text{ Age of household head, } X_2 \text{ annual income of household, } X_3 \text{ household size, } \\
X_4 \text{ number of children in household, } X_5 \text{ number of dependents in household, } \\
X_6 \text{ number of girls in household, } X_7 \text{ number of boys not enrolled, } X_8 \text{ distance from house to school, } \\
X_9 \text{ time to reach to school, } X_{10} \text{ education status of household head, } X_{11} \text{ visit of household head/s to school, } \\
X_{12} \text{ number of not enrolled girls, } X_{13} \text{ number of boys in household, } X_{14} \text{ number of boys in household, } \\
X_{15} \text{ total number of children in household not enrolled, } X_{16} \text{ means of transportation, } \\
X_{17} \text{ library, } X_{18} \text{ first aid facility, } X_{19} \text{ furniture, } X_{20} \text{ toilets, } \\
X_{21} \text{ electricity at school, } X_{22} \text{ physically punishment, } X_{23} \text{ total number of enrolled children, } \\
X_{24} \text{ playground, } X_{25} \text{ environment of school, } X_{26} \text{ dropout cases of girls, } \\
X_{27} \text{ dropout cases of boys, } X_{28} \text{ Government School teachers’ behavior, } X_{29} \text{ NGO school teachers’ behavior.}
\]

#### Model specification

The model is specified as follows:

\[
Y = b_0 + b_1X_1 + b_2X_2 + \ldots + b_nX_n + u_i
\]

\[Y = \text{Dropout rate at household level}\]

\[b_0 = \text{Constant}\]

\[b_1-b_n = \text{Coefficient of the independent variables}\]

\[u_i = \text{random term}\]

#### 6.1 Positively associated variables influencing the dropout rate

Following variables played a significant role to decreasing the dropout rates.

For instance, \(X_2\) dropout cases of girls, \(X_3\) dropout cases of boys, \(X_4\) boys not enrolled in household level and \(X_6\) parents meeting in school.
Results of the analysis indicated that the dropped out children had become examples for other children in households to avoid such incidents. For example, children already dropped out, at early stage, were reenrolled in schools. In this respect, parents meetings at schools and community level played very important role. Consequently, it contributed in decreasing the dropout rate, at household level (Table 2).

6.2 Negatively associated factors accelerating the dropout cases

Results of regression unveiled 5 factors that seemed to have accelerated the dropout incidents in study area. For instance, $X_1$ age of household head, $X_6$ number of enrolled boys, $X_7$ distance to school and $X_8$ electricity (Table 2).

Results showed that the increasing ‘age of household head’ was negatively associated. For example, dropout cases likely increased where the household heads’ age was found higher.

The already ‘dropped out children’ in households seemingly augmented the situation. As a result, distance to schools appeared to be a major cause of dropout. Findings illustrated that 69% of children walked far-flung area to schools. On the other hand, 24% of parents hired private cabs to commute to schools and 7% of them managed their own, mostly through motorbikes and cars.

Government school buildings were constructed very far from the major population. It has significantly affected enrollment rate and somehow caused dropout.

Boys enrolled in schools seemed to become a challenge to decrease or overcome dropout incidence. In this respect, biologically well-grown boys in the co-education system, particularly in government schools had become challenge for girls. It happened mostly in one-teacher schools due to increased enrollment rate and poor monitoring. This why, some parents stopped sending their children to such schools. However, parents meetings played an important role preventing the dropout occurrences. The chilling winter and hot days of summer appeared to equally affected the enrollment and dropout rate. Analysis of the regression detected that unavailability of electricity and water and washroom were additional challenges to improve the enrollment rate and overcome the dropout incidents in Nushki District (Table 2).
Table 2: Regression coefficients of factors affecting the dropout incidence in Government and NGO schools

<table>
<thead>
<tr>
<th>Variables</th>
<th>Distribution</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Constant)</td>
<td></td>
<td>.181</td>
<td></td>
<td>.179</td>
<td>.858</td>
</tr>
<tr>
<td>X1 Age of household head</td>
<td>Number</td>
<td>-.032</td>
<td>-.089</td>
<td>-2.212</td>
<td>.028</td>
</tr>
<tr>
<td>X2 Dropout cases of girls</td>
<td>Number</td>
<td>.681</td>
<td>.696</td>
<td>16.27</td>
<td>.000</td>
</tr>
<tr>
<td>X3 Dropout cases of boys</td>
<td>Number</td>
<td>.327</td>
<td>.284</td>
<td>7.047</td>
<td>.000</td>
</tr>
<tr>
<td>X4 Boys not enrolled in household level</td>
<td>Number</td>
<td>.092</td>
<td>.108</td>
<td>2.835</td>
<td>.005</td>
</tr>
<tr>
<td>X5 Parents meeting in school</td>
<td>1 if attended the meetings in school; 0 if not.</td>
<td>.895</td>
<td>.338</td>
<td>.742</td>
<td>2.644</td>
</tr>
<tr>
<td>X6 Number of enrolled boys</td>
<td>Number</td>
<td>-.073</td>
<td>-.060</td>
<td>-1.685</td>
<td>.094</td>
</tr>
<tr>
<td>X7 Distance to school</td>
<td>Distance to school</td>
<td>-.582</td>
<td>.296</td>
<td>-.082</td>
<td>-1.963</td>
</tr>
<tr>
<td>X8 Basic facilities in schools (safe drinking water, electricity, washroom,</td>
<td>1 if available; 0 if not.</td>
<td>-.627</td>
<td>.257</td>
<td>-.099</td>
<td>-2.445</td>
</tr>
</tbody>
</table>

Field survey, 2016

7. Discussions

Studies showed that in developing countries including Pakistan whenever governments failed to provide educational facilities by then NGOs intervened the communities and households to fill up the gaps (CSS Forum, 2016). With approximately 152 Government schools, there are 7 NGO primary schools in Nushki to provide their services to bring quality education http://nushkal.shaigle.com/. However, this study revealed the failure of both the sectors government and NGO to bring quality education, enhance enrollment and decrease the dropout rates in district Noshki. A number of socioeconomic and institutional factors were assumed to be affecting the enrollment and dropout of primary school children in government and NGO schools in the district such as, total number of children in household, parents’ frequent visit to school, boys not enrolled in school, number of girls not enrolled in school and dropout cases in household significantly increase the enrollment rates. Nonetheless, number of dependents in household, negative behavior of school teachers and the institutional factors such as, scarcity of basic facilities in school were the factors significantly decreasing the enrollment rates. Similarly, dropout cases of girls, dropout cases of boys, those boys who were not enrolled in school and parents meeting in school hypothesized to be decrease the dropout cases. However, number of enrolled
boys in school, long distance of school from home and insufficiency of schools basic facilities significantly raised the rates of dropout.

7.1 Factors affecting the enrollment and dropout, at primary level

Quality of education and child’s good care in schools created the sense of likeness for schools in children and created an atmosphere that allowed other children of households to be enrolled in both the government and NGO schools. Nevertheless, the study illustrated that in government schools the trend of parents’ meeting was not practiced which resulted in a significant gap between parents and school—that indirectly affected the enrollment rates and increased dropouts in government schools. However, family members, community and parents’ contribution and involvement in form of parents’ school meetings not only improved children’s learning process, it also increased the enrollment rates in NGO schools. Same as, in the study area due to poverty and parents’ lack of awareness most of children (boys and girls) involved with labor and missed the opportunity to be enrolled or had dropout of school. The miserable condition and concern for future of these children motivated most of parents to enroll their other children in school.

Nushki is among those districts of Balochistan where the 90% of the population is living below the poverty line (DDP, 2011). The findings of the study showed that “high dependency rate” in households with the severe poverty appeared to be one of the key factors decreasing the enrolment rates in both the sectors government and NGO. Despite the provision of free books and eradication of school fee mostly parents seemed to against of enrolling their children in schools due to other expenses of schooling such as, school uniform, stationary, meal and cost of transportation, especially in NGO schools where the parents had to pay the school fee.

7.2 Effects of teachers’ behavior on the enrollment and dropout of children

Teachers’ good behavior is the milestone to achieve academic targets and creating optimistic impacts in student’s character. Amicable behavior of teachers and school staff seemed to have positively influenced the enrollment rate in the study area. However, harsh behavior appeared to be one of the main causes of increasing dropout cases in sampled schools. The results showed that the behavior of teachers in government schools appeared to be
unethical and harsh which resulted with a great gap between teacher and students and significantly lessen the enrollment rates.

The study illustrated one of the major causes of dropping out of children was the grown age enrolled boys in schools. NGO Schools in the study area were found to be co-education. Pakistani society has compounded subtleties due to diversity in ethics and traditions. In some tribal, traditional and conservative areas of Pakistan co-education is not encouraged. It has negative impacts on girls’ education. In district Nushki the situation is somewhat changed. People are not conservative minded, but they love and respect their values and ethics. They prefer to enroll their daughters in single-gender schools. The study revealed that grown age boys used to harass girls and younger boys in schools. This eventually increased the dropout cases in NGO schools.

7.3 Long distance and lack of basic facilities in schools

Insufficiency and bad condition of all the important and required facilities like toilets, water, electricity, transportation, sufficient classrooms and furniture adversely affected the enrollment rate and had become a great challenge to reduce the dropout rate in both the Government and NGO schools. The study revealed that about 69% of the students of both the schools (government and NGO) walked across a long distance to their schools. It happened because the schools did not have any free transportation facility for poor students. Results showed that 31% of the students commuted through private vans. Similarly, results showed approximately 95% of parents were dissatisfied with the availability of electricity and washroom facilities of government schools. Students in the hottest days of summer had to sit in classroom without fans which ominously increased the dropout cases. While, the case was appeared to be changed in NGO schools, about 57% of parents were satisfied with the accessibility of electricity and washroom facilities. Almost all parents were dissatisfied with fresh and clean drinking water provided in government and NGO schools.

8. Conclusion and recommendations

Education is considered as the foundation for the uplifting of a nation. However, Pakistan in general, Balochistan particularly in this context is lagging behind. This study analyzed the impacts government and NGO schools in district Nushki, Balochistan. The crux of the study portrayed that the NGO schools proved to provide better facilities and services compared to government schools. For example, NGO schools provided basic facilities for
instance, electricity, sufficient classrooms, furniture and toilets/washrooms. Most importantly, NGO schools treated children amicably. They were answerable to their principals. On the other hand, government schools’ teachers did not care much. It happened because of political influence and the poor management system. However, the study also showed some variables that negatively associated with the image of NGO schools in the study area such as, some NGO schools charged fees from students, which was unaffordable to the poor parents. However, this study depicted that both the government NGO schools legged behind to provide quality education to increase the enrolment and decrease the dropout cases at primary level in district Nushki. Parents meetings held in schools played a great role in improving the enrollment and reducing the dropout incidents. I recommend that not only NGO but also government schools need to conduct monthly parents meetings. Concerned institutions required to train the teachers regarding the modern teaching pedagogy. Moreover, the authorities need to visit schools and meet children to investigate teachers’ behavior. Such initiatives contribute in improving the education system. Provision of basic facilities (safe drinking water, electricity, washroom; and equipment for sports and recreational activities) can stimulate parents and children to take part in improving the education system in the study area. The so-called awareness in the media cannot work well unless and until the required facilities are provided to destitute and poor families. For instance, free transportation, security including books, uniform and necessary nutrition. Last but not least, Government and NGOs need to collaborate effectively not only to improve the enrollment and overcome the dropout but provide quality education in Balochistan, Nushki district particularly.

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Makran in the Democratic Process of the Elections in Pakistan

Mumtaz Ali¹, Dr. Muhammad Alam²

Abstract

Elections are the part of democratic society which needs to run and promote the democratic values and system. As far as Makran is concerned it is quite clear that this region always remained political and democratic. This society is structured on kinship basis. All decisions are made at household level and no tribal structure is present to make collective decision. Communal leadership is a function of aged people in the community. In this article, I will analyze the electoral behaviours of the people of Makran, and then compare the different election results of Makran region.

Key words: Democratic Process, Electoral Behaviour, Electoral Politics, Legislative Body, Makran

Introduction

Balochistan is a largest province of Pakistan. It is spread over 347000 km, and divided into 8 divisions. Every division has different history during the election process. One important division of Balochistan is Makran. This division consists of three districts Panjgur, Kech and Gwadar. This division performed a different role in every election than other parts of Balochistan. Makran actively participated in every local, provincial and national election and changed its representatives from time to time. On the other hand the rest of Balochistan mostly continued the hereditary system of the representatives.

Elections

Modern nations have big states with huge territories and populations. It is really impossible for the public of such states to gather at one place for political matters. They can take part in the affairs of the state only indirectly, that is, through their representative whom they elect to make laws and decide

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other problems of the state. Hence, modern democracy in indirect democracy, with representatives elected by the public who have the right to vote, called suffrage. (Haq .1975. p.270)

**Importance of Elections**

In modern time, the election process has acquired great importance and power. The voters elect the members of parliaments. In some states, they also elect the head of the state, the president.

In Switzerland and certain other countries, they have the powers to make laws by the initiative and referendum and can recall the legislative members. By means of these powers and functions, the voters’ exercise great control over the regime. It possesses a watch over the performance, laws and strategies of the government through polls and representatives. Moreover, the voters effect the government through public opinion, which is really the opinion of the voters. In brief, so great is the influence, power and significance of the voters, that some authors have called the voters as the fourth estates, that is, the fourth figure of the state, equal in rank to the other three, the legislature, the executive and the judiciary. (Ibid, p. 277)

**Arguments in Favor of Election**

There are several arguments in favour of election. Firstly, universal franchise is democratic; it is guarantor to preserve the rights of the people. If the people are the autonomous, they should have a share in the government. Secondly, laws are followed willingly when they are made with the consensus and support of all, as expressed through their legislative body. Similarly, the policies of the government should be made according to the desires and benefits of all people and decided by all. This is only possible if all the population has the right to vote and elect their representatives and convey their views and demands to the policy-maker. Thirdly, universal suffrage is based on the principle of one man one vote. This principle ensures political equality, as no citizen is excluded from the right to vote. Moreover, it is unjust to exclude certain classes or sections of the nation from share in political power and government. Universal franchise prevents injustice. It protects the interest of all. Lastly, it gives strength and stability to the state, because it places political power in the hands of all adult citizens who are intelligent, sane and able bodied.

And election has great importance in a society, due to this, people can use their wishes in the matters of the state, play their role in political process, and it is useful to prevent the insurgency in the society. If the people will not get a chance to elect their representative or express views and wishes in election,
the society can face lot of problems then the life of people becomes worse. (Ibid, p. 278)

**A General Perspective of the Elections in Pakistan**

Everywhere in the world, elections are regarded among the most tangible, formal and demonstrable acts of collective decision in the political process. Though by no means an uncomplicated process, elections are at the Centre of politics everywhere. (Ahmed.1982.p.63)

The elections are not only central to the political system itself; they also provide an index to the nature of political systems, as well as to the total political and social environment of the country. They also provide clues to the measure of linkage between politics and government. (Ibid, p.63)

The elections may be either truly meaningful or merely ritualistic acts. If meaningful, they would promote popular participation in a democratic society, but if merely ritualistic, they give the people only the illusion but not the reality of participation and provide legitimacy to an already entrenched regime.

The election in Pakistan could be regarded critical as termed by V.O. Key or realigning as used by Angus Campbell. In Pakistan elections have brought about systemic destabilization by causing polarization, agitation, violence, anomie and disruption, in yet another spell of martial law, though of a diluted type, to avert a civil war that had been looming large in the political landscape of Pakistan. (Ibid, p)

After the establishment of Pakistan, no elections were conducted in Balochistan. It was for the first time that elections were held in 1962, 1964 and in 1965. These elections were held for national and provincial assemblies. In the election of 1965, the president was also elected. Those elections were held under the constitution of 1962, in which the right of adult suffrage was not given to the people but the elections were held indirectly and through Electoral College in which initially the number of members were eighty thousand which was later on extended to one lac twenty thousand. Those members were based on parity that is sixty thousand from East Pakistan and West Pakistan. At that time Balochistan was the part of West Pakistan. But Makran including Balochistan participated, BD system election of provincial and national level. Mir Ghaus Bakhsh Bizenjo contested the election of 1964 for national assembly from Kalat cum Makran. (kutty.2009.p.110-111)

When Balochistan acquired the provincial status; it participated in all the elections of the country from 1970 to 2013. In the election of 1970, the
condition of the political parties and political trends were very weak so the study of that election is not so important. The election of 1977 was controversial because the results were not accepted by opposition parties (PNA- Pakistan National Alliance). The election of 1985 was held on non-party basis from which the results cannot be achieved, so we can take only the election from 1988 to 2013 for discussion and on the basis of the activities of political parties and political trends, we will put light on the future perspective. The political position is being discussed only on the basis of election results.

**Makran a Democratic Society**

The democratic society of Makran has always been positive and productive about the political and democratic developments. The elections at all levels always remained almost peaceful, as the society is conducive for democratization. The democratic history of Makran presents the record of 1970 to date elections.

**The Political Parties of Makran**

Makran is an open society as compared to the other parts of Balochistan. There are many political parties like, nationalists, federalists, and religious parties. The names of some of them are below.

NP (National Party) headed by Hasil Bizenjo, BNP (Balochistan National Party Mengal) headed by Sardar Akhtar Mengal, BNP( Balochistan National Party Awami) headed by Israr Zehri, BNM,( Balochistan National Movement) headed by Khalil Baloch, on the other hand major federal parties also existed there, like PPP, PML(N), JUI (F) and Jamaat-e-Islami.

One thing is unique of Makran from the other parts of Balochistan is that the people always changed those representatives who could not fulfill the requirement of their voters. Even parties could not remain forever after the death of their leaders, like PNP and JWP. The results of elections in Makran are not same in every election. We will see different results and different representatives from 1988 to date.

In the election of 1988 and 1990 PNP won the seat of Gwadar, but in 1993 PPP won this seat. In 1997 BNP secured this seat. In 2002 even Syed Sher Jan as an independent candidate won this seat. Once again the voter of this constituency changed their representative and elected the candidate of BNP (Awami) (General Election.2002.p.162).

But 2007 ML (Q) got this seat, in the last election of 2013 the voters casted their votes in the favour of the candidate of BNP (M).
As well as the three constituencies of Turbat have also same records. In the election of 1988, PB37 Turbat I was won by BNA (Balochistan National Alliance). But in 1990 and 1993, this seat was won by BNM (Balochistan National Movement). In 1997, this seat went to BNP and defeated previous representative, from 2002 and 2007 BNP (Awami) won this seat but in 2013 the candidate of BNP Awami was defeated by the NP (National Party).

The behaviour and the decisions of the PB 38 Turbat II are not different to the PB Gwadar and PB Turbat I. In 1988, this seat was won by BNA but in 1990, JWP (Jamoori Watan Party) won this seat and in 1993 it went to BNM. In 1997 and 2002 BNM maintained its monopoly on this seat. The same results will be finding in the constituency of PB.39 Kech III and PB, 36 and later on PB 42, and PB, 43, of Panjgur. (www.pabalochistan.gov.pk)

Conclusion

Makran consists of Gwadar, Kech and Panjgur districts. The districts have similarities in the social and political cultures. The demography has also the common factors. These assimilations bring the people closer to each other. Beside the numerous potential of development, the life in this region is in distress. The region characterizes the economic backwardness but they are democratic in their social and political culture.
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www.pabalochistan.gov.pk
Durand line between Afghanistan and Pakistan;
Historical facts

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Mohammad Hassan³ & Dr. Fida Muhammad Bazai⁴

Abstract

At the time of creation of Pakistan, the Afghan Government put a demand of Pakhtoonistan designed by Afghanistan to include the tribal territory, north-west frontier province of Pakistan and a part of the Balochistan province in Pakistan. These areas have always been regarded vital for the security of the sub-continent, on the north and west by the Durand line drawn in 1893 after the second Afghan war. Afghanistan began to lay claims to the frontier areas challenging the validity of the Durand line as a result the relations have remained far from friendly and remained tense most of the time.

Keywords: Pashtunistan issue, Durand line, British empire

Introduction

In July 1947, on the eve of the establishment of Pakistan a referendum was held in the North-West Frontier Province that people have not been given an opportunity, free from any kind of influence, to determine for themselves whether they wish to be independent or to become a part of Pakistan. The Afghan representative Hosyan Aziz told the general assembly, “that we do not recognize the north-west frontier province as a part of Pakistan” (Foreign Affairs reports, Delhi, July 1955, P.83)

After the creation of Pakistan, the Afghan Government started violent propaganda against Pakistan in the press and on the radio, and also voted against Pakistan, admission to the united. The boundaries of the Afghanistan were drawn and diverse ethnic group were brought under his direct control. Dost Muhammad and Sher Ali reunified the country.

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In early 19th century two major factors impeded the process of transforming the tribal society into a territorial state one was its heterogeneous population and other one was the intrusion by the imperialist powers to discuss the rule of British and Russian involvement in Afghanistan. Afghanistan boarder with British India made it important for the defense of the sub-continent, Russia aspired for access to warm water ports in the south in Indian Ocean. However, Russia’s drive to the east which began in the early 18th country was intensified after the British had consolidated its hold in the sub-continent with the collapse of the Moghal Empire the East India Company assumed political power. Consequently, increasing commercial competition with other foreign traders. In the meantime, Russia in Asia had emerged as a potential rival of Britain in the region to counter Russian activities in Afghanistan; Britishers provided aid to ruler of Persia to fight the Russian and sent its envoy to Peshawar to talk with ruler of Kabul known as Shah Shuja. They reached on an agreement of mutual defense.

After the defeat of Napoleon in 1815 which effected Persia tribal wars in Afghanistan and the family feuds of the Durani princes after the death of Ahmed Shah most of the areas of Afghanistan were lost and in 1826. Amir Dost Mohammad was confined to Kabul and Ghazni only inspite of all his efforts he could not succeed to regain Peshawar and northwest frontier from Ranjit Singh. Finally, the loss of Peshawar by the Afghan ruler was confirmed by the tripartite treaty of friendship concluded in 1838 between Ranjit Singh, Shah Shuja and the Governor General of British India, and the Sikhs assured their help to Shah Shuja in regaining Kabul and Kandahar from Dost Mohammad in return for his recognition of the Sikh control over the Punjab and NWFP and after restoring Shah Shuja in 1839. The British forces was pledged, remained in Kabul to strengthen the position of Shah Shuja. After defeat Dost Mohammad had left the country, because his presence provoked tribal revolts in Kabul and Kandahar which led to retreat of British forces. The major factors responsible for the British retreat were the Afghan resentment to the occupation of their territory by foreign forces which caused the first Anglo Afghan war (1839-184). The British forces withdrew from Afghanistan after four years (L. Dupree, Afghanistan, Princeton, 1973, P.339)

Dost Mohammad returned to power in 1843. His efforts to recover Peshawar from the Sikhs and from its independent ruler Dost Mohammad and British India entered into a treaty of peace and friendship in 1855 at Peshawar, which imposed an obligation on the Afghan ruler to be friendly with Britain’s friends. The treaty was also followed by another supplementary agreement during the British Persian war over Herat to counter the Persian influence.
To counter the Russians, Britishers pursued its forward policy, and occupied Quetta in 1876 and converted it into a military base, and called upon Sher Ali to accept a European staffed mission in Kabul, because Sher Ali, successor of Dost Mohammad had entered into a defence treaty with Russia after having failed to secure a British guarantee against the danger from the north. The Anglo-Afghan relation which were strained by this move received another jolt when a Russian mission arrived in Kabul. The British government immediately reiterated its demand for a European mission in Kabul regarding which the Amir was in no mood to make concessions. Finally Amir reply pushed the British forces marched into his territory and the second Anglo-Afghan war was began (1878-80).

**Treaty of Gandamak on 26 May 1879**

Yakub Khan, who had become Amir during his father Sher Ali absence signed the treaty of Gandamak with British India to halt its advance Amir accepted the latter’s suzerainty over his country’s foreign relations and agreed to the appointment of an English born resident in Kabul in return he was assured of British support against foreign aggression and payment of an annual grant. On the principle of give and take, the treaty stipulated the Amir’s reoccupation of certain areas and cession of other parts to the British. The British restored to the Amir Kandahar, Jalalabad and other areas under its possession in return for the letter’s concurrence to code the districts of Kurram Pashin and Sibi to the British administrative control. However, the Amir did not abandon his claim over the above districts as the article envisaged that the said districts shall not be considered as permanently served from the limits of the Afghan kingdom.

Meanwhile the occurrence of two events namely the return of Abdur Rehman to Afghanistan and the defeat of the tory party in Britain determined the subsequent covers of the Afghan history. Abdur Rehman nephew of the late Amir Sher Ali, who had spent 12 years in exile in Samarkand and Tashkant with Russia good will, proclaimed him self Amir on July 20,1880 under the modified policy of the liberal party the British forces withdraw from Afghanistan in 1881. Abdur Rehman pursued forcefully the task of internal consolidation and unification of the country’s diverse elements. According to the correspondence with the British officer, his approval of the term of the treaty of Gandamak.

In 1885 Russia occupied the Panjdeh oasis, but for the strong British ultimatum indicating the possibility of a war, following negotiation between the two power, Afghanistan’s northern boarders were fixed by 1886 on the basis of the 1873 boundary along the Amu Darya in the northeast, Russia
secured the land north of the Amu Darya and Afghanistan got all the land south of the Amu beside the control of the Wakhan, and frontier with British India, the Durand line was accepted as the border between Afghanistan and British government in 1893 in 1907 convention British and Russia was recognized the Afghanistan as a buffer state between them but the British, however did not relinquish control of Afghan foreign affairs until 1919. The issue ultimately led to the third Anglo Afghan war in May 1919 what probably encourage King Amanullah to launch the war against the British. The result of their peace negotiations was the treaty of Rawalpindi in 1919, heralding the end of British suzerainty over Afghanistan, in commemoration of which Afghanistan hold Jashn every year in the month of August. The treaty however said that Afghanistan should be officially free and independent in its internal and external affairs. W.K Fraser tytler, Afghanistan, London, 1953, PP 197-98

**Afghan Government Claim**

The Afghan government began to lay claims in the mid 1940 to the NWFP and tribal areas lying beyond the Afghan side of Durand line hoping to recover what is considered the “lost Afghan areas” from the British following the creation of Pakistan Kabul diverted its, campaign towards this new state, initially expressing concern for the Pukhtoons rights since the partition, the issue has been so consistently raised by the successive Afghan regimes. Dawood during his last days of his government tried to come to a settlement with the Bhutto regime.

**Validity of Afghan’s Claim**

After having defeated the Marhatta and the Sikhs Ahmad Shah extended his control to Persian Khorasan in the North West and the Punjab as for as Delhi in the south east. Although he had occupied Peshawar, Punjab, Kashmir, Balochistan eastern provinces and Sindh, but after his death vast empires disintegrated except Peshawar, the Afghan rulers had acquiesced in the loss of other areas. This is borne out by the fact that the British India, after its occupation of the frontier in 1849, had to carry out 37 expediting across the frontier in a period of 30 years for border facilitation, but Shah Shuja King of Afghanistan in 1838 renounced his claim to the NWFP and the Punjab under a tripartite treaty of alliance Balochistan was annexed to British India in 1859. Quetta was turned into a military base, and a result of second war with Afghanistan British India secured some more areas in the frontier Yakub Khan in the agreement of Gandamak agreement assented formally. (ibid. P .185)
Abdur Rehman continued to oppose the British forward policy, he was a strong and assertive ruler who could not have been so coerced, as has been alleged by some, as to concur to a boundary line determinate at to his interest. He was beset with continuous tribal dissension in the Pukhtoon areas but in 1893, when Mortimar Durand reached Kabul for border delination talks. The country was in a more than precarious state it had ever been. The British suzerainty over Afghanistan had its own limitation as it could not prevent the Amir’s forward move in the tribal areas. The British road and railway construction pointing towards Kandhar and Kabul was a matter of grave concern for the Amir. The Anglo-Afghan talks which began in September 1893 on the arrival of the Durand mission in Kabul concluded with the signing of an agreement on November 12, 1893, by defining the Eastern and Southern limits of the Afghan agreement delineated the boundary between British India and Afghanistan.

Each pledged not to interfere in other’s territories as fixed there in. British India could have easily exploited their rosilility to the Amir as it did against Amanullah the policy paid its dividend to the Afghan rulers as was born out by the latter events suffice is to mention here the instance, Amanullah call for Jehad against the “infidels” in May 1919 (third Anglo Afghan war) in 1901 the British separated the cis-island region of the Pukhtoons from the Punjab and formed a separate province of north west frontier. Dividing the province into settled districts and five tribal agencies of Malakand, Khyber, Kurram, North Waziristan and south Waziristan.

**Treaty of 1919**

The treaty which was signed on the 22\textsuperscript{nd} November 1921 after nine months of protected parleys initially for 3 years without denouncing the treaty, Kabul asked for its renegotiation in the wake of partition. As a matter of fact, the then prevailing situation in the region had impressed upon both parties.


In the treaty of 1921 unequivocally stated that both “mutually accept the Indo Afghan frontier” as well a “the boundary west of the Khyber laid down by the British Commission” However, the first world war weakened the British hold over its overseas territories. Anticipating the British transfer of powers to the Indians. Afghanistan began to assert its interest in the territory east of the Durand line. In a letter to the government of British India in 1944, it indicated its interest in fate of the Pukhtoons on the Indian side of the border contending that the Durand line was an international boundary, the British government reject the Afghan plan. Kabul’s reiteration of the matter in
November 1946 also received the British rebuff. The 3rd June scheme and the partition agreement of 1947 providing the Pukhtoon with the choice to opt for India or Pakistan evoked strong protest from Afghanistan as “originally a part of Afghanistan” taken away by British Kabul, in a Note dated 13 June 1947, opposed the proposed referendum on the ground that it did not included the choice for Pukhtoon’s independence or for their “rejoining” the “mother land” Afghanistan.

In 1950 the Afghan parliament declared its support for “Puktoonistan” and repudiated all past Anglo-Afghan agreements. Moving a step further, Kabul sponsored a “Pukhtoonistan government at Tirah in the border region under the headship of Faqir of IP “Haji Mirza Ali Khan known as Faqir of IPI, known of his anti British activities. This naturally caused resentment in Pakistan, Prime Minister of Pakistan Liaquat Ali Khan denied Kabul radio report about freedom movement in frontier.

(See CAP Debates, 9 January 1950 (constitution assembly Pakistan)

Conclusion

By taking this stand Kabul officially extended its support to Ghaffar Khan who opposed the referendum in response, the British government reiterated its position. Gaffar Khan agitation for Pukhtoon’s independence, the British warning presumably aimed at desisting Kabul from exploiting the situation. The resolution for a free Pathan state of all Pukhtoons adopted on June 21, 1947 by the frontier congress committee, Khudai Khitmatgar and the Zalmiai Pukhtoons also did not reflect the slightest desire to join Afghanistan. After having rejected the result of referendum it refused to recognize the NWFP as a part of Pakistan and came out with the demand that the Pukhtoons be allowed to freely determine their future its first major unfriendly gesture at international level was its lone negative vote to Pakistan’s membership in the UN Kabul’s claim on the Durand line is not an international boundary, the Pukhtoon areas historically belong to Afghanistan and have never formed an integral part of India with the British departure from India, the Aglo-Afghan treaties were also extinct. Pakistan rejected the Afghan claim it contents that the Durand line is an international frontier.
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Natural Disasters, Challenges for Pakistan and Role of Various Institutions

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Abstract

Pakistan falls in the region, highly prone to Natural Disasters. Limited resources in terms of technical gadgetry and human resource are the major reasons for inadequacies in efficient management of disasters. Modern world has developed sophisticated methods and equipment to deal with natural disasters to bring the losses to bare minimum. In line to what is reported after the colossal earthquake of 2005, a methodical attempt was observed in building a feasible configuration of disaster management that resulted in the establishment of National Disaster Management Authority (NDMA), the progress is far from satisfaction. The statement is supported by the flood of 2010 that exposed the thoughtlessness and flimsy administrative policies that shaped as serious damages and transience. Keeping the intense enormity of floods and other natural disasters, this calls for an efficient disaster management in the country. Consequently, it is the dire need of the nation to devise an organized disaster management system to manage the catastrophes that occur frequently in the region. Hence, the scope of this article deals with the major challenges being faced by Pakistan and role of various institutions to generate a coherent response in case of any future natural disaster.

Keywords: Natural Disasters, Capacity Building of Pakistani Disaster Management institutions, Challenges related to Disaster Management, Response mechanism for Natural Disasters

Introduction

Disaster is defined as an abrupt, catastrophic incident causing great loss and devastation to human and material. Damage of disasters is infinite that changes due to change in environmental and physical location, type of weather, kind of earth surface and degree of vulnerability. Within this context, Pakistan being situated at the Arabian basin is naturally prone to a

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variety of natural disasters. Additionally, non-natural, simulated exposures also intimidate the country that includes transportation concerns, industrialized waste and spill phenomenon, pollution based restructuring and social inconsistencies etc (IMF, 2010). Within this context, the past few decades observed a disaster-rejoinder approach while dealing with such emergencies. However, the 2005 earthquake of Pakistan became an eye opener that forced the stakeholders and policymakers in constructing and deploying appropriate guidelines and procedures in order to curtail disaster-liked injuries and losses. Consequently, the National Disaster Management Ordinance (NDMO) was approved in 2010 and based on the very edict; the National Disaster Management Commission (NDMC) was shaped under the direct supervision of the Prime Minister of Pakistan. Till today, the NDMC is a recognized and leading policy making institute that manages and deals with natural and manmade disasters in the country. Since the birth of NDMC, the National Disaster Management Authority (NDMA) was constituted to watch over the accomplishment of nationwide policies and practicable stratagems on disaster management.

Inline to what is reported above; Pakistan Armed Forces along with other related institutes have undertaken laudable relief operations while dealing with any type of calamity in the country. Foreign governments and relief organizations also commended our institutions for their efforts. There was however some critical shortcomings, that pointed towards lack of coordination, requisite capacity building, and legislation issues between various tiers. There is thus a need to identify shortfalls in existing systems for disaster management in Pakistan focusing on conceptual frame work for response by various institutions.

**Disaster management in global and national milieu**

It is well known that disaster of any type results in the impediment of progress as it directly obliterates basic infrastructure. Such calamitous events may have sudden and destructive impact or may create distress over an extended period (Sinha, 2006). The frequency of such disasters has increased off-late due to seemingly tangible shift in global environment. Weak town planning codes, incompetent governance systems and lack of awareness about ways to deal with future disasters can all impact the extent of death and destruction.

**Disaster management**

Technically speaking, the art and science of systematization and administration of resources and errands for handling emergencies while keeping the attentiveness, retort and recuperation of calamities of any kind is
termed as disaster management (World Confederation for Physical Therapy, 2016). While dealing with disasters, an important variable of interest is the level of disaster-related knowledge that prevails in the society. For that reason, disaster management processes and procedures can only work if the public is at least aware about such issues. An educated populace is reported to respond positively at the time of adversities that is being the objective of an effective disaster management program.

**Disaster management cycle**

The fundamental rationale of a ‘Disaster Management Cycle (DMC)’ is to guarantee an all-inclusive pre- and post- disaster measures. An ideal DMC focuses on a 2P & 2R approach i.e. (Prevention, Preparedness, Relief and Rehabilitation).

**Earthquakes**

Being situated at the seismic belt, the country is faced with frequent earthquakes during the whole year. This is augmented by the mountainous strips of Himalaya, Hindu Kush and Karakorum that are also susceptible to earthquakes. The said risk becomes even higher as Pakistan is placed at the eastern border of the collision between Indian and the Eurasian Plates. Because of this collision, the northern area of Pakistan faces the probability of severe earthquakes. On the other hand, the Indian Plate and its transverse motion relate to the Iranian and Afghan micro-plates that constructs the Chaman fault (Pararas, 2007). Furthermore, the subduction of the Arabian plates is being observed underneath the Iranian Plate and that resulted in the earthquake of 1945 (Waqas, 2006).

**Floods**

In Pakistan, floods happen due to soaring rainfall over adequately longer period. Additionally, the poor management of water reservoirs, indecent administration of water level in dams and hence the discharge of the said water particularly during the rainfall season results in unexpected floods (Sreekesh, 2009). The monsoons are very venerable as heavy rains are observed during the season and among all provinces, Punjab faces the major damages followed by Sindh. The others parts of Pakistan (Khyber Pakhtun Khawa and Balochistan) are also prone to flash floods; however, coastal floods are rare in these areas. The major damage because of coastal floods was reported in 2004 that included the destruction of the coastal highway. Being faced with such turmoil, the Indus Water River System Authority (IRSA) mounted a telemetric system at barrages and other water flow control points. Although, the effort was deemed useful in monitoring
discharge of water and flood forecast, attempts to manage flood and flood-related emergencies are not satisfactory. All relative stakeholders (Irrigation and Planning departments) do not work in collaboration and a joint effort is no where observed. Unfortunately, the provincial government also show a non serious attitude towards flood relief which is evident from the measures taken to control and manage floods. At the end of the day, the whole responsibility is taken up by the Armed Forces that supervise the overall management and rehabilitation process.

**Tropical cyclones**

The general investigation reveals that cyclones are period-based in Pakistan and occurs between April - May and October - December. Just like other natural disasters, cyclones results on loss of lives and damage to the properties. However, a lot can be saved if timely and necessary measures are taken in advance (Jana, 2009). In the time span of 45 years, 20 cyclones were reported and heavy damage was observed at the coastal areas of Balochistan and Sindh province.

**Droughts**

By and large, consist and below average rainfalls are the major reasons of drought. While categorizing natural disasters, drought is rated as the highest effecting catastrophe. Within this context, the province of Balochistan, few areas of Sindh and the belt of south-eastern Punjab receives very few rainfalls throughout the year. Hence, such mentioned areas are liable to face drought. Extreme drought was observed in the beginning of the current century that lasted for two years. The dearth resulted in mass migrations, unexpected morbidities and mortalities. On a rough estimate, 2.2 million people were affected by the drought of 2000 – 2002.

**Institutional framework for Disaster Risk Management**

The NDMC 2010 established the NDMC as a unit to control and manage disasters in the country. Alongside, the NDMA was recognized as the administrative arm of NDMC (Gazette of Pakistan, 2010). In addition, the DMC and provincial authorities were also established and are as under:

**National Disaster Management Commission**

Led by the Prime Minister of Pakistan, the NDMC consists of the following members:

a. Federal ministers,

b. Leaders of opposition
c. Chief Ministers (all provinces)
d. Prime Minister AJK,
e. Governor KPK (to represent FATA),
f. Chief Executive Gilgit Baltistan,
g. Chairman Joint Chiefs of Staff Committee (or the nominee) and
h. Representatives of civil society (or any other member appointed by the Prime Minister).

The NDMC is authorized to devise strategies and guidelines for national disaster relief management plans (NDRMP) and other related activities.

_National Disaster Management Authority_

The NDMA is a supervisory appendage of the NDMC. The NDMA harmonizes the Disaster Relief Management (DRM) activities at all levels of the nation (Ibid). The NDMA is accountable in formulating NGRMP, developing strategic guidelines and to provide technological and other related support.

_Provincial Disaster Management Commissions_

Provincial Disaster Management Commissions (PDMCs) are the management units at the provincial level. The major responsibilities of PDMCs are to construct the required rules and policies and also to execute errors in functions. The Chief Minister of the respective province chairs the PDMCs and is facilitated by member of the opposition leader and a representative of his choice. Other members are selected on the discretionary choice of the Chief Ministers.

_Provincial Disaster Management Authorities_

The Provincial Disaster Management Authorities (PDMAs) are accountable to the smooth accomplishment of DRM plans and procedures (Ibid). The constituent varies as four provinces (Sindh, Balochistan, Khyber Pakhtunkhwa and Punjab) hold PDMAs, whereas in AJK and Gilgit-Baltistan, the same is referred as State Disaster Management Authorities (SDMAs).

_District Disaster Management Authorities_

In addition to the above mentioned units, the NDMO also focuses on the establishment of District Disaster Management Authorities (DDMAs) at the entire district level of the country (Ibid).
Disaster management: role of Pakistan army

In relation to disaster management and Pakistan army, the later carries intense and affluent familiarity and experience of carrying out relief activities. Moreover, Pakistan army also has her proficiency in handling disasters related industrials hazards (Ali, 2009). Being the prime institute of the country, Pakistan army always pursue cautious preparation in resource handling and situational analysis. The organization has the capability to face every challenge brilliantly and never backs whenever support of any king is needed in the country. It is evident that Pakistan Army played a crucial role in damage control, asset management and managed to save human lives and the livelihood of the nation. Pakistan army is accountable for disaster-related damage control and at the same time is involved in relief operations that assist the civil government. In terms of the management responsibilities, the organization is also involved in evacuation of casualties hence providing additional support to the civil administration. Alongside with these activities, aviation facilities, medicinal support and recuperation of the accessible nationalized possessions (camp setting, medical camps organization and establishing tent villages etc) are also focused by the army. For all these activities, Pakistan army keeps a close synchronization with pertinent departments and provides the required safety and security measures during the time of turmoil in the country (ERRA, 2015).

The Army Disaster Management Cell (ADMC) is situated at the General Headquarters. The ADMC is the focal point for NDMA and the base of Army-based disaster management operations. The section is liable to close observation, task achievement and adroitness of Army strategies and guiding principles.

Disaster management: Earthquake Reconstruction and Rehabilitation Authority

The 2005 earthquake in Pakistan caused massive destruction. The earthquake resulted in the establishment of Earthquake Reconstruction and Rehabilitation Authority (ERRA). The ERRA is responsible for scheduling, organizing and regulating the renovation and rehabilitation of the areas that are affected by the earthquake (ERRA, 2009).

Legislation issues

Disaster management regime in the country has historically been centrally controlled. Since the scale and locale of disasters remain unpredictable, any new legislation on power sharing will have to cater to centralization of authority and resources for response mechanisms for future disasters. As
mentioned earlier, Chief Ministers are responsible for disaster management at the provincial levels. However, there is lack of established teams at the communal levels that can address the issue at the grass root level. In addition, the related Ministries of Health and its related wings are never added to the management system hence creating a large vacuum in the system. Necessary amendments / provisions in relevant protocols will cement the response mechanism. Based on the literature, the country faced heavy earthquakes, floods and droughts that results in far-reaching damages. The clear and comprehensive legislative measures focusing on mandatory budgetary allocations to various tiers of disaster management regime will strengthen the hitherto fore ineffectual efforts.

**Coordination issues**

As natural or manmade disasters are predictable, rational planning and enlistment is an effective method to combat the seriousness of such disasters. However, this is not easy as the preparation process needs and effective and timely harmonization among all related stakeholders. Effectual pre-disaster synchronization is also important as it can help in saving human lives and to accommodate the post-disaster damages. However, this does not happen in reality as poor resource management and lack of responsiveness is often reported from developing countries.

Unfortunately, there is scarcity of an efficient global body that works for the supervision and management of disasters. To the best of our knowledge, certain international set of rules and frameworks are available to provide a brief overview of disaster management. There are no policies and plans at the state and local levels; the administration has no choice then to look upon the armed forces to help during the pre- and post disaster period. In this context, we propose frequent emergency disaster exercises that can be of assistance in the time of commotion. Even a small scale disaster rescue exercise will be helpful in combating the damages related to disasters. Furthermore, majority of the loss results because of either poor / lack of knowledge or feeble understanding of the disasters amongst the general public. Till today, there is no training program or awareness campaign scheduled for the general public. In addition, mass, print and social media are seldom used by the DRM system of Pakistan.

In the nutshell, although the respective stakeholders have tried their level best in handing the disaster-related problems in Pakistan, much is still needed to be done. A better coordination, communication and commitment is the need of time that will offer the necessary environment to combat disaster-related issues in the country.
Capacity enhancement issues
It is evident that disasters are not controllable but an appropriate risk assessment and quality supervision can curtail the overall effect of the damages. These call upon for collaborative linkages at the global and regional level that will initiate early warnings hence helping in better management of emergencies.

New dams and barrages to avoid water loss every year needs serious consideration. Moreover, recent electricity / gas shortage is posing a serious threat to economy and industrial production. Natural resource management in an organized and systematic manner will be of great importance in averting disasters like droughts, famines and social dislocation.

Disaster management institutions of Pakistan were found not up to the desired standards in all crisis situations and heavily relied on the armed forces for post disaster management. The existing institutions like NDMA and its offshoots at lower levels need serious capacity enhancement.

Recommendations
Based on the detailed overview of disaster and its management in Pakistan, the following is recommended as possible framework for the future:

Strategy / approach for disaster management
It is high time that stakeholders at the national and local level should devise policies that have governmental endorsement. The said policies are meant to serve as the guideline of disaster management in the country. Additionally, it will also direct the officials at the central and regional levels that are envisaged in disaster management programs. However, it is important to understand that the developed strategies should encapsulate long-term, comprehensive and consistent measures to concentrate on disaster-related concerns. This requires the collaboration of political, military and civil society stakeholders in order to handle large scale adversities under an articulate legislation.

Federal control
The country is in dire need of strong centralized institutions that can handle disasters at the national and regional levels. Based on the 18th amendment, the role of federal institutes in managing disasters is now questionable. Whatever the case is, apparent and unequivocal law legislation is needed as precedence to maintain the leading role of the federal body towards disaster management.

Budgetary allocations
Disaster management institutes need continuous financial flow and legislations are needed in this regard for proficient and continuous
functioning. Therefore, the connoisseur authorities must come up with an appropriate allocation of budget for smooth functioning and coordination and competence improvement of the disaster management units in the country.

**Punishments for crimes**

Regrettably, incidences of crimes are frequently reported during an emergency. Hence austere penalties and punishments for such criminal activities during nationwide disasters must be devised by the legal authorities. We therefore suggest a translucent and immediate trial through special courts to discourage such activities.

**Strong urban structures**

Currently, major loss results because of poor infrastructure at the national and the regional levels. The three major areas of concerns are the edifice in disaster prone areas should be based on safety principles, areas of risk are to be nominated as conservation zones and future absorption of inhabitants in such areas must be strictly controlled.

**Disaster profile**

We urge the authorities to set up a disaster commission that will undertake comprehensive study of disasters, the susceptibility and a precautionary profile that will classify the affected or suspected areas. This will also help in designing contingency plans that will be useful in reducing the disaster-related effects in general and particular.

**Improving potentiability of Earthquake Reconstruction and Rehabilitation Authority**

Obligatory improvements are needed in the NDMO 2010. The ERRA is to be added as an integral part of disaster management. The ERRA must be amalgamated under NDMA or it can run parallel to NDMA. This will help in handling the post- disaster rehabilitation processes that will augment the Ministry of Disaster Management or other related institutes.

**Special legislation for children**

The disaster management strategies and plans currently target adults in general. The other demographic units of the society especially children are not focused intensely. Therefore, policies related to child protection and rehabilitation is equally needed in emergency situations.

**Horizontal / Vertical coordination**

The up-bottom and bottom-up approach among all related institutes is needed during peace as well as emergency time. The processes and procedures are to
be synchronized in a way that resources are used effectively and efficiently to operationalize the necessary response when needed.

**Interface between armed forces and government agencies**

Improved and successful collaboration between armed forces and civil servants is very important. This will lead to the maximum usefulness to the whole disaster control and management process. Although there are examples of collaboration, efficient relationship between armed forces and other stakeholders needs improvement.

**Coordination with media**

The time of emergency needs least sensationalism and effective reporting of incidences to the nation. For that reason, a hands-on dexterity between media and disaster management units is needed. It is the duty of disaster management units to provide available information to media cells before and after a disaster has occurred. The information can be latterly used for general awareness, prophylaxis and protection by the public.

**Fund utilization**

It is imperative that transparency in fund utilization is very important. The stakeholders have to make sure that public is convinced about the safe use of funds. The disaster management units and other stakeholders have to build trust so that public support and donations can be attained during the time of emergencies.

**Regional level coordination**

A variety of global frameworks are available that can provide elementary guiding principles to the disaster units. Conducting disaster management exercises with the neighboring countries is an excellent option in enhancing augmenting management skills.

**Coordination with global institutions**

An improved relationship with the global community and civil society that have experience in disaster relief can prove to be beneficial in improving future disaster management responsibilities. A successful cooperation when maintained can have appropriate and timely concoction of foreign support during the time of disasters.

**Early warning and risk mitigation centre**

An institution that can translate early warning and risk assessment of disasters in needed. The institution should not only focus on natural disasters but also be mandated to deal with industrial and manmade hazards.
New dams and barrages
To avoid the impact of floods construction of new dams and water storage facilities like Kalabagh, Bhasha and small dams may be pursued earnestly. Moreover, recent electricity / gas shortage is posing a serious threat to economy and industrial production and consequently the ability to manage disasters. Natural resource management in an organized and systematic manner will thus be of monumental importance in averting disasters like droughts, famines and social dislocation.

Damage assessment
The preliminary evaluation should focus on rescue and mass departure of population. Only after that, long term measures should be considered. For initial assessment, qualified persons being the component of National Rescue Team should be assisted by all stakeholders so that they can perform their duties effectively and efficiently.

Capacity building of NDMA
National Disaster Management Authority holds the key responsibility of preparedness, prevention and reconstruction before and after a disaster. However, the NDMA needs to have qualified proficiency with appropriate financial, logistics and human resources. In reality, NDMA, however, is critically constrained and the required possessions that are needed for smooth functioning limits the competency of NDMA. Major areas that lack competence building are construction of National Disaster Management Fund (NDMF), availability of disaster management apparatus, equipment and logistic support that includes food and non food items.

Role of armed forces
The armed forces must build up a coordinating center that will be able to connect the services capacities of all stakeholders. Jobs should be distributed and defined such as aviation response being with the Pakistan Air Force and maritime related disasters being the primary responsibility of the Navy. A methodology may be worked out by Joint Services Headquarters to correctly prepare leadership towards disaster management. There is also a need to interact with foreign institutes to expand educational and training plans for rescue teams and other dedicated disaster management skills.
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The Development of Civil Laws in Balochistan

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Abstract

The Historical background of Act V of 1908 containing the provisions of Civil Procedure Code was enacted on 21st March 1908, its purpose being to consolidate and amend the laws relating to the procedure of Courts of Civil Judicature. Prior to this enactment three Codes held the field. First Code of 1859 (Act VIII of 1859) as amended in 1860, 1861 and 1874. Second Code of 1877 (Act X of 1877) as amended in 1878 and 1879 and the third Code of 1882 (Act XIV of 1882) as amended in 1882, 1883, 1892, 1894 and 1895. The code regulates civil proceedings involving the assertion or enforcement of civil rights as mentioned in (PLD 1970 S.C page-1). The provisions of the Code being procedural are intended to be interpreted liberally in the interest of adjudication of all the questions involved in a list and in order to avoid multiplicity of the proceedings. The inherent power of the Court should invariably be exercised generously and technical hurdles are always bypassed for consideration of effectual adjudication and inexpensive access to justice. (PLD-2002 SC-1111).

The above mentioned three different civil laws are being implemented in the province of Balochistan. The people belonging to tribal society having their own tribal pockets and they are enjoying their customs and traditions of their tribe, which are still intact and being decided by the religious persons they mostly accept the decisions of Islamic Jurisprudence and normally matters are being amicably decided out of courts to avoid wasting of time, money and very chronic litigation. So, according to need of the time, the laws were changed, modified and amended by the rulers of the time. Above-mentioned civil laws having their own affects in the different places of Balochistan province. It means that people are accepting the same from the core of their hearts.

Key Words: Balochistan, Civil laws, Dasturul-Amal Diwani Kalat

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Demography of Balochistan

The demography of Balochistan is very vast because area-wise Balochistan is approximately half of Pakistan and area of Kharan District is approximately equivalent to the area of the province of Khyber Pakhtoon Khawa (KPK) but with thin population and tribal balanced society. Every tribe is implementing their own Code of Ethics and minor disputes are being resolved by the elders of the tribes or the honest white-bearded persons, and decisions were accepted by the parties, disputes were resolved once for all. The area of Dasturul-Amal Diwanl Kalat is quite clear which means the former Kalat state consisting upon the following districts:

(1) Mastung (2) Kalat (3) Khuzdar (4) Awaran (5) Lasbella (6) Kharan (7) Panjoor,(8) Turbat (9) Gawadar (10) Bolan (11) Khachi (12) Nasirabad (13) Jhal Magsi.Dasturul-Amal Diwanl Kalat is a procedural law, the substantive law is Holy Quran and Sunnah which is mentioned in the Section I of the said law.

Dasturul-Amal Diwan-i-kalat, 1952

1st document of Dasturul-Amal Diwani Kalat came out which was amended on 21st of Moharum 1345 Hijri approximately in the year 1925 by the consent of His Highness Khan of Kalat, and the same has been formulated in the light of directions passed by Khan Naseer Khan Noori in the year 1159 Hijri and published on 25th of Jamadi-us-Sani1156 Hijri.

That the said FARMAN was issued from the office of Khan of Kalat again on 6th November, 1937 regarding civil disputes. Copy of the same is attached.

These both documents are in Persian language.

The Dasturul-Amal Diwani Riyasat Kalat having State of Mekran was implemented in 1950 which has been signed by AALA HAZART BAIGLER BAIGI KHAN OF KALAT on 13th of December, 1949 issued in March, 1950.

Dasturul-Amal Diwani Kalat was promulgated during the area 1951; later on the same was amended in 1952. The same law was dealing with the Civil matters in the areas of Baluchistan States Union consisting upon Riyasat-e-Kalat, Mekran, Kharan and Lasbella which is approximately 90% area of the present Baluchistan. The same law is so simple which consists upon 27 Sections only. It is a procedural law, because in this law it has been
mentioned in section 11 that all the Civil disputes will be decided according to the Sharia/Islamic (Laws) and in case of non-Muslims the same will be decided according to the Customs, tradition and Punchaiat. All the cases were being decided by the Qazis having the knowledge of Islamic Laws and appeal is being filed in the court of Majlis-e-Shoora through two senior most Qazis who are hearing the same and deciding the appeals. The District & Session Judges were declared as President Majlis-e-Shoora. In Gwadar, Dasturul-Amal Diwani Kalat was promulgated on 08th of September, 1958 when Gwadar became the part of Pakistan by Presidential Order of 1958 and other laws were also became applicable in Gwadar by the Federal Government. The Ordinance, 37 was promulgated in 1960. But in certain areas in Baluchistan like Hub Town including the Industrial Area was excluded on 07th of September 1986 and the powers were transferred to civil Judge and decided. It is very comprehensive law and since 1952 it is still applicable in the former Baluchistan States Union which was promulgated on 15th of August, 1955 by the Ruler of Kalat and Minister of Justice having Notification No.397 dated 21st of July, 1955 and two or more than two Qazis were mentioned as Member of the Majlis-e-Shoora for hearing of the Appeals.

Another development was issued in 1984 in the Presidential Order No.32 of 1984 where all the Civil suits were authorized to be filed directly in the court of Qazis instead of filing the same in the court of Assistant Commissioner or Deputy Commissioner as per past practice who were empowered at the time to obtain the written Statement and to frame issues and after that sending the cases to the Qazis Court for further proceedings.

It was great development because in past lot of cases were pending with the Administrative Authorities like Assistant commissioners and Deputy Commissioners and deliberately they were avoiding for issuing summons/notices to the respondents and peoples were facing lot of difficulties for getting justice. It is also pertinent to mention here that the Civil Procedure Code 1908 is also applicable being Federal Statute and that override with Dasturul-Amal Diwani Kalat, for this reason where Dasturul-Amal Diwani is silent, all the proceedings are being completed in the light of Civil Procedure Code, 1908 which is very exhaustive Civil Law in our country. After amendment in Dasturul-Amal Diwani Kalat, they were empowered under section 122 CPC to decide the matters in accordance with law keeping in view the system of judicial justice and to remove Administrative difficulties. Dasturul-Amal Diwani Kalat since 1951 still exists in the area of Balochistan and it is not out of place to mention here that
on 14th of October, 1955, Kalat State was merged into West Pakistan and on 09th of June, 1960 the Federal Law which was called Law Reforms Ordinance, 21 of 1960 was promulgated. In this Ordinance it was mentioned in the Schedule -1 but in Dasturul-Amal Diwani Kalat was not mentioned in the said schedule so the same is still intact and through this Ordinance the Civil Procedure Code of 1908 was extended in the whole of Riyasat-e-Kalat.

In this connection, it is pertinent to mention here that a case Dost Muhammad Versus Rais Satak was filed in the West Pakistan High court and it was held that the Law Reforms Ordinance has not changed the entire Dasturul-Amal Diwani Kalat except the corresponding sections, which are identical to the Civil Procedure Code 1908. (PLD-1962-Quetta-Page-82).

After this decision, another case was decided in 1966, which was quite different decision from the above-mentioned case. Reference is invited to PLD-1966-Quetta-44. After these two conflicting judgments in 1973, through a Reference the same were referred to the Full Bench whether the Section 24 of Dasturul-Amal Diwani Kalat exists in the light of Law Reforms Ordinance, 21 of 1960 or otherwise? The Full Bench considering these points and after creation of one unit in West Pakistan, different laws were applicable and it was need of the time to be considered for uniformity so the Federal Law including CPC 1908 was also declared applicable in Riyasat-e-Kalat as mentioned in the former Balochistan States Union and in this connection first time in 1973 two parallel civil laws became enforceable in the Province of Baluchistan. The Civil Courts also decided that after implementation of Federal Law the Civil Court Ordinance, 1960, the Dasturul-Amal Diwani Kalat was not repealed, only two sections which were not corresponding sections of Civil Procedure Code, and in such circumstances CPC was declared to override the Dasturul-Amal Diwani Kalat. Considering the above mentioned discussion it is quite clear that Dasturul-Amal Diwani Kalat 1951 is purely in accordance with Civil Procedure Code, 1908 for this reason it was not repealed and being simple and comprehensive law and acceptable to the general public of the area for deciding their civil disputes according to their Customs, traditions and in the light of golden principles of Islamic /Sharia Laws.

That prior to these laws, all the Civil disputes were going to be decided according to the Customs and traditions but keeping in view the Sharia, and the Naib Tehsildars were empowered to decide the same and in case of decree, 5% was obtained for States expenses and that was deposited in the account of Khan of Kalat. It is quite long story but however in nutshell the civil matters decided separately and criminal matters were decided by
separate Jirga. Khan of Kalat in 1905 established its districts and subdivisions within the areas of State with the approval of the Agent to the Governor General present at Quetta. It is also not out of place to mention here that in 1839 after martyr of Khan Mehrab Khan Shaheed, the Britishers also kept their eyes vigilant upon the Kalat States and passing directions on time and again so Native Assistant were also appointed in 1905 and the Qazi Jalal-ud-din was the prime Minster of the State. All the matters were being decided, Civil and criminal by the Political Agent including political, civil and criminal minor offences were being referred to the Political Agent and the court fees was 8 Anas on criminal complaints and 7 % court fee on civil matters. The Shahi Jirga was also holding the session at Quetta in summer season, and in winter season in Sibi where the major crimes like murder, Zina, theft etc were being decided as referred by the Political Agent of the area.

In the history Khawaneen Kalat in 1530 when the Kalat State was established all the cases were being decided by the Local Jirga but in 1666, the forefathers of Khan of Kalat derived towards Islamic Sharia and Khan Naseer Khan Noori was a religious person and he has also written Holy Quran by his own hand writing and that is placed in Shahi Mehal Kalat. Actually he started appointing the Qazis for deciding the matters in between the parties of different areas so the Qazis were performing their duties without proper procedure at that time however, they were keeping in view the Islamic Laws and deciding the matters according to Sharia.

In 1905 levies force was also established in different areas of the State to control the law and order situation whereas in Dera Bugti the peoples were going to walk upon the live wooden coals for proving their guilt or innocence whereas in Jhal Magsi in a lake the peoples were crossing the water for the said purpose and it was presumed that if the person is guilty, he will not be able to cross the entire or some water. The same analogy is derived from the incident of Hazrat Ibrahim Alla-e-Islam because he was on truth and the fire had not given him any harm and second one precedent derived from the Hazrat Moosa Alla-e-Islam who crossed the water alongiwith his companions because they were on right path.

In past thieves were going to be traced by the trackers according to the personal knowledge of the said kind of persons and they were tracing the same for controlling the crimes in the society, later on in each and every sub division the Qazis and Naib Tehsildars were appointed in different area of the State. Qazi court were mostly deciding the civil matters, family disputes and
the cases of inheritance and receiving the Mehrana that was the fee of the court.

In Province of Jhalawan the cases were also being decided in the same manner Khan of Kalat established the courts at Khuzdar, Sorab, Zehri and they were deciding the same according to the tribal norms of the society as well as in the light of Islamic justice. Khan of Kalat established levies thanas in Zehri, Sarona Khuzdar, Sorab, and Mashkay; in 1894 in Sarona, in 1904 at Khuzdar, 1905 at Mashkay whereas in the Province of Sarawan, Thana at Mangoocher, Kalat, Mastung were also established.

In October, 1904 Native Assistant Jhalawan issued a directive that in all the Political, civil and criminal applications, the court fee will be 8 Anas per complaint and 7 % % on civil matters. According to the Notification No.FB-3471 and FB-1472 dated 9th of September, 1904 issued in the Government of India Foreign department published in Gazette of India Part-I page-655 dated 10th September, 1904, the Director Persian Gulf Telegraph Co-Assistant Political Agent Kalat and Baluchistan States Union was appointed as a Justice of Peace for the jurisdiction of Lasbella and the same cases were referred later on to Chief Court of Punjab. In the State of Lasbella two courts were functioning at that time one through Jaam and second was Tehsildar of the area. Tehsildar was hearing the matters recording the evidence and referring the matters, to the Jaam for decision but for confirmation of death sentence, the matters were referred to the Agent to the Governor General.

Actually, the Dasturul-Amal Diwani Kalat was unofficially started in 1936 amended in 1937 but legally enacted by the Rulers of Kalat in 1951 and amended in 1952, which is still in the same position except some amendments after creation of Pakistan.

At present Qazis courts are functioning in the following areas: -
District Mastung Mastung Dasht (Mastung)
District Kalat. Sorab
District Khuzdar. Mashkay Awaran
District Kharan. Kharan. Baseema Mashkail
District Lasbella. Uthal
District Kech. Turbat Tump
Dasht (Turbat)
District Gwadar.

That vide Notification No.Leg:s:6-63/Law/80/VI-780-889 dated 23rd of February, 2005 the jurisdiction of Jewaani Tehsil and Saint Sar, has been changed and the High Court has appointed a Senior Civil Judge as under:-
Pasni
District Panjoor,
District Sibi.
Lehri at Dhadar.Bhag
District Nasirabad
Dera Murad Jamali.

Gwadar was temporarily given to Ruler of Muscat Syed Sultan by the then Ruler Mir Naseer Khan Noori, in 1783 who was defeated at that time and got shelter in the Province of Baluchistan at Gwadar.

On 14th of October 1955, one Unit was imposed and Kalat State was merged into West Pakistan on 09th of June 1960, and the Federal Law Reforms Ordinance, 21 of 1960 was promulgated. It has been mentioned in PLD-1960-238 and the CPC 1908 was extended and Section 4 of Dasturul-Amal Diwani Kalat was repealed. The said Bill was prepared in 1963 having Bill No.54 which was published in West Pakistan Gazette Lahore on 10th of January, 1964 on Friday under Rule 75 of the Assembly but this Bill was not passed as an Act and this document has been ignored which is being reproduced herein below:

THE GAZETTE OF WEST PAKISTAN LAHORE, FRIDAY, JANUARY 10, 1964 PROVINCIAL ASSEMBLY OF WEST PAKISTAN
No.PAWP/Legis (185)/63/21. The following Bill which was introduced in the Provincial Assembly of West Pakistan on Friday, the 10th January, 1964 is hereby published for general information as required by Rule 75 of the National Assembly of Pakistan Rules of Procedure, as adopted for regulating the procedure of the Provincial Assembly of West Pakistan by the Governor of West Pakistan: -

BILL NO.54 OF 1963. THE WEST PAKISTAN (AMENDMENT AND REVIVAL OF CIVIL LAWS) BILL
1963. A BILL.
To amend and revive certain civil laws in their application to the Districts of Kalat, Kharan, Lasbella and Mekran.

PREAMBLE: Certain civil laws in their application to the Districts of Kalat, Kharan,
Lasbela and Mekran.
It is hereby enacted as follows:

Short title and extents: This Act may be called the West Pakistan. (Amendment and Revival of Civil Laws) Act 1963

(2). It shall extend to the Districts of Kalat, Kharan, Lasbela and Mekran. Notwithstanding anything to the contrary contained

Amendment and revival of certain laws: - in the certain Laws (Statute Reform) Ordinance, 1960 (XXI of 1960):

(a). The following enactments, namely:
(i) The Court Fees Act, 1980 (Act VII of 1870);
(ii) The Evidence Act, 1872 (Act of 1872) in its application to civil cases.
(iii) The suits Valuation Act, 1887 (Act VII of 1887);
(iv) The code of Civil Procedure, 1908 (Act V of 1908); and
(v) The Limitation Act, 1908 (Act IX of 1908); and shall not be deemed to have been applied to the district of Kalat, Kharan, Lasbela and Mekran; and

(vi). The following enactments, namely:
(i) The Majmooa Qanun-I-Shahdat Riyasat Kalat of 1952; in its application to civil cases:
(ii) The Dasturul-Amal Diwani Riyasat Kalat of 1952; shall continue to be enforce until repealed or amended by appropriate legislature, or other competent authority and be deemed always to have been enforce in the Districts of Kalat, Kharan, Lasbela, and Mekran
In the Dasturul-Amal Diwani Riyasat Kalat of 1952, as revived under section 2

Statement of objects and reasons

The Code of Civil Procedure, 1908, alongwith the Court Fees Act, 1870, the Evidence Act, 1872, the Suits Valuation Act, 1887, and the Limitation Act, 1908, were made applicable to the Districts of Kalat, Kharan, Lasbela, and
Mekran under the Central Laws (Statute Reforms) Ordinance, 1960 which repealed Dasturul-Amal Diwani Kalat of 1952. The residents of the area represented against the trial of civil cases under the above-mentioned enactments. Keeping in view the wishes of the people it has been decided to revive the old civil procedure in the former Baluchistan States Union. This Bill is designed to achieve this object.

Malik Qadir Bakhsh Minister Incharge.
MUHAMMAD IQBAL
Secretary,
Provincial Assembly of
West Pakistan.1906-pla-3136-201 -64-SGPWPLahore.

The Rules were framed and the qualifications of Qazis were mentioned on 24th of May 1977 by the Government of Balochistan. On 25th of June, 1977 the High court referred the matter to the Law department, which was issued in the official Gazette on 7th of April 1977, while the qualification and age of the Qazis were mentioned as Law Graduate having three years experience of advocacy was also mentioned.

On 19th of June 1980, the High court directed the S&GAD for establishing Qazi courts in the tribal areas of the Province and on 18th April 1983, the Qazis Courts having the powers of Rent Controller and Rent Restriction Ordinance, 1951 was made applicable by Notification No.Judl:1-7/(4)/59 dated 25.03.1964 and the entire Kalat States Union was governed by the said Law except the Tribal area where Regulation No.2 of 1945 was promulgated. The Rules of 1980 were amended and Balochistan civil disputes Shariat Application Ordinance of 1966 was also extended in the tribal area. On 20th of September, 1997 the word Government was deleted and High Court was mentioned as amended.

The civil disputes are still being resolved -- under the Dasturul-Amal Diwan Kalat, 1952,
Civil Procedure Court with specific Relief Act - Balochistan Civil Disputes Shariah Application Regulation 1976. Dasturul-Amal Diwan Kalat is applicable in the former Kalat state consisting upon Kharan, Mekran, Lasbela and Kalat state including Khachi area, which was later on converted into
Balochistan States Union (BSU), the Civil Procedure Code and Specific Relief Act were applicable in British Balochistan (leased area) whereas the Balochistan Civil Dispute (Shariah Application Regulation 1976) is applicable in tribal areas of Balochistan. It is unique province having three different Civil Laws, which are applicable at a time and people are still satisfied with the said system. Under the Shariah Application Regulation, Qazi Courts have been established at Dalbandin, Muslim Bagh, Killa Saifullah, Qamar Din Karez, Zhob, Sherani, Musakhel, Barkhan, Bori, Sanjavi, Kohlu, Kahan, Mawand, Kut Mandai, Dera Bugti and Sui. Appeals are being filed before the Majlis-e-Shoora, in respective Districts.

The Dasturul-Amal Diwanl Kalat is also governed through Qazi courts and appeal before the Majlis-e-Shoora, and their revision petitions before the High Court. No written law was available regarding the civil disputes in Kalat state before kingship of Mir Ahmad Yar Khan whereas in the history of Kalat in 1530 Kalat state was established, and the civil and criminal cases were decided by the local Jirga system but in 1666, forefathers of Khan of Kalat derived by Noori Nasir Khan, was the religious person who has also written Holy Quran by his own handwriting which was placed in the Shahi Mahal, Kalat at that time.

**Sections of Dastur-Ul-Amal Diwani Kalat**

Section 1: In this section it has been mentioned that it is applicable to the former areas of Balochistan States Union including states of Kalat, Kharan, Mekran and Lasbela since 1952.

Section 2: In this section it was mandatory for the Plaintiff to appear in person in the court for filing the plaint and copy of the same for the defendant(s).

Section 3: In Section 3 there was very simple detail of plaint mentioned which is procedural only.

Section 4: In this section it is duty of the court to consider the paper and register the suit.

Section 5: In this section the responsibility of the court to issue Notices to the Defendant (s), mentioning the date and place f of hearing and proceedings and sufficient time for appearance, sending the copy of the plaint along Notice.

Section 6: In this Section if the defendant (s) fails to appear on such date the Ex-parte proceedings will be started and within thirty days the defendant (s) appears and show sufficient cause for his absence the ex-parte proceedings will be set aside and court to proceed further in accordance with law.
Section 7: In this Section the defendant files written statement and the court frame issues.

Section 8: In this Section if the Plaintiff fails to appear and the defendants is present, if forth the parties failed to appear the suit will be dismissed but after the date of decision within thirty days the plaintiff appears and produce sufficient cause for this absence the suit is restored.

Section 9: In this Section if the Plaintiff fails to satisfy the court within thirty days from the date of dismissal of the plaint, then the Plaintiff has the right to file a fresh suit along with court fees.

Section 10: In this Section, if both the parties failed to appear then keeping in view the circumstances and in the larger interest of justice the court instead of dismissing the suit impose fine upto Rs. 200/- for continuing further proceedings.

Section 11: In this Section when both the parties are present in the court then the matter will be decided according to the Arbitration or Sharia and if the matter pertains to Customs or tradition then it will be decided through Jirga and if the parties are non-Muslim, or one party is Muslim and second party is non-Muslim, in such kind of circumstances, the matter is refer to Punchayat and Members of Punchayat will be nominated equally of both the parties.

Section 12: In this Section, it has been mentioned that the burden of proof lies upon the shoulder of Plaintiff and the court expenditure will be also liability of the Plaintiff except in case of insolvency.

When the Dasturul Amal Diwani amended after 14 August 1951 Qanoon-e-Shahdat Kalat Article 112 was also become applicable along with the criminal procedure code Kalat and Penal Code Kalat, which were also enforce in 1951.

It is pertinent to mention here that since 1872, the Evidence Act was applicable and Section 101 is regarding the responsibility of the Plaintiff to proof his cause but the said law has been replaced by Qanoon-e-Shadat Order 10 of 1984 and the Article 117 Shahdat Act 1872 Section 101 of the Qanoon-e-Shadar Order are the same. Reference is invited regarding the case Abdul Hameed versus Sabzal and others PLD-1975-Quetta Page 52 in which the Evidence Act 1872 being Federal Law is extended in the light of Law Reforms Ordinance-1 of 1960 in the Kalat State.

Section 13: In Section 13 the parties are bound to produce their own witnesses and documents upon their own expense, if need be for appearance of the Government officials then they should have to deposit the cost of Rs.08-Annas per person in the court.

Section 14: In this Section, the fee of Arbitration or other expense will be equally upon the parties and cost of case will be upon the parties and cost of
case will be upon the Decree holder. It means that the Arbitration Act 10 of 1940 is also applicable being Federal Law and enforced since Ordinance 21 of '19690 in Balochistan sine Union.

Section 15: In this section the formal court fee/tickets according to the value of the suits and applications are also responsibility of the parties. In Riyasat Kalat court fee was 10% in 1955, but the same was enhanced upto 11 % which was last degree in the light of Dasturul-Amal Diwani Kalat and people were paying lacs and lacs of rupees to the authorities of Kalat State. This was challenged first time in case Mir Jamal Khan versus Khair Jan PLD 1959 (West Pakistan) Quetta Page 3 and plea was taken that the court fees Act 1870 is applicable in Riyast Kalat since April 1955 and after that the court fees according to the said Act be paid later on another case was also filed in the High Court on the same ground Syed Qadir Dad Versus Muhammad Afzal which was decided and reported in PLD 1986 Quetta Page 179 to 181 in which it has been held that the Federal Ordinance of 1960 has been made applicable and in the light of Section 4of Dasturul Amal Diwani Kalat regarding court fees will be according to the Court Fee Act 1870 so in the light of Court Fees Act 1870, the Plaintiff should have to pay Rs.7.50% and maximum limit fixed Rs.15,000/- according to the Balochistan Finance Ordinance pf 1981 issued on 24th of June, 1981 (Ordinance IX of 1981) reported in PLDE 1981 Balochistan Statute Page-63 regarding Court Fee Act, 1870 amended and upto Rs.25,000/- the Court fee has been exempted.

In another case PLD-1984-Qta-p-101 Abdul Aziz versus Muhammad Hassan in which Order 14 of CPC alongwith Court Fees Act, 1870 section 9 & 10 was challenged and it became responsibility of the trial court to decide the issue of Court Fees in the first instance of the suit.

Section 16: This Section is regarding the law of Pre-Emption and clarification of settlement of Accounts and the Court Fees is also applicable in such kind of suits filed in the Qazi Courts.

Section 17: This Section is regarding the suits where the plaintiff is unable to deposit the Court Fees and file suit in the light of Order 33 of Civil Procedure Code of 1908, the Plaintiff is responsible for furnishing the Court fees but in case of insolvency if a person is unable to deposit the Court fees then he should file an application for exemption of Court fees and the proceedings of insolvency regarding confirmation whether the plaintiff is unable and having no substance and source for furnishing the court fees.

Section 18: This Section is regarding the Court fees upon applications and suits Rs.10/- and on the application for Execution of Rs.15/- in lower courts or before the Prime Minister of Kalat State and on each Agreement surety bond and personal bond 8-Annas court Fees ticket of the Riyasat will be
affixed. In 1955 the word Prime Minister was deleted and High Court was mentioned in the first Constitution of Riyasat Kalat in 1936. These Riyasati tickets were mentioned upon family matters but from 1.01.1961 new currency system introduced and 8-Annas means 50-Paisas and the Federal Ordinance 1960 section 4 of the Dasturul-Amal Diwani Kalat regarding the Court Fees was replaced with the Court Fees Act, 1870 as mentioned above that this was decided in case Mir Jamal Khan Versus Khair Jan PLD-1959-(WP)Qta-P-3 by Justice Ikhlfaq Hussain

Section 19: In this Section it was mentioned that any application being filed in the court of Prime Minister the court Fees of Rs.2/- must be affixed and whereas the application filed before the Ruler of Kalat, the Court Fees ticket of Rs.5/- must be furnished. This section was also repealed and replaced in 1955 after promulgation of Law Reforms Ordinance of 1960 and the High Court decided in the case Syed Qadir Dad and others Versus Muhammad Afzal and others, PLD-1986-Qta-P-179.

Section 20:- In this Section the Naib Tehsildars have the jurisdiction of Rs.1000/-Tehsildars Rs.2000/- Nazims of the Province Rs.10,000/- to receive the suits and to issue Notices to defendant(s) for filing written statement(s) and more than Rs.10,000/- the suit was going to be filed in the court of Minister of Justice.

Court Rules and Order No.1515-VO dated 15.08.1955 the word Minister of Justice was changed as Deputy Commissioner, later on in section 20 Federal Government Ordinance 32 issued on 01.08.1984 and the new section is as under: -
On 1st of August, 1984 the Federal Government issued Ordinance, 32 in which new section has been inserted and the former section 20 regarding powers of the Naib Tehsildars, Tehsildars, Nazim/Assistant Commissioners and Minister of Justice/Deputy Commissioner was repealed and directly all the powers have been granted to the Qazis of all the courts functioning in the light of Dasturul-Amal Diwani Kalat.

It is pertinent to mention here that previously the Qazis were functioning and deciding the suits and for Execution of Decrees in the light of section 38 of CPC 1908 and they were sending the matters to the Executing Authorities for implementation. The Balochistan High Court Acting Chief Justice Mr. Ajmal Mian decided the case Naz Bibi Versus Mst. Aroze Khatoon PLD-1987-Qta-P-1 and declared that the Naib Tehsildars, Tehsildars, Assistant
Commissioners and Deputy Commissioners are not the courts under section 38 and 39 of the Civil Procedure Code 1908, so the Decree passed by Qazis should not be transferred to the Execution authorities and that should be implemented through their own orders with the help of above mentioned execution authorities, so all the civil courts became empowered for implementation of the civil proceedings where Dasturul-Amal Diwani Kalat is silent that they were taking help from the CPC 1908 which is overriding the fact and being law of Federal Government.

Section 21: In this Section the Prime Minster of Balochistan States Union was empowered to decide the matters amicably according to the need of the Administration of State. The said section was amended in 1955 and the word Prime Minister was deleted and the word High Court was inserted. After amendment of this section and the section 20 of the Dasturul-Amal Diwani Kalat, now the Chief Justice of Balochistan High Court has empowered for the appointment of Qazis and in the light of new amended Rules, Balochistan Public Service Commission Quetta having the powers for the appointments of the Qazis who will recommend the same to the High Court and procedure is going to be completed.

The High Court of West Pakistan Delegation of Powers Rules, 1960 sub section 2-H regarding Qazi and Members of Majlis-e-Shoora the Notification was issued on 22nd of April, 1970 and the same was repealed but No.2-H was not changed and the Government of Balochistan issued a Notification on 6th April, 1989 where the Hon'ble Chief Justice Balochistan High Court having the powers from grade-17 and above regarding judicial officers for appointments.

Section 22: In this section all the proceedings will be in the light of Sharia between Muslim, in case of non-Muslim there will be Jirga or otherwise, in case of a Muslim and non-Muslim the same will also be referred to the Jirga and Members of both the parties will be equal.

This section was tabled before National Assembly having Bill No.54 of 1963 under Rule 75 of West Pakistan Assembly Rules, in the Gazette of West Pakistan and having No.PAWP/LEGIS (185) 63/21 dated 10th of January 1964 was published which was not passed.

Section 23: In this Section it has been mentioned that after decision of Naib Tehsildars or Tehsildars the appeal lies before the Nazim and in case of a
decision of Nazim before the Minister of justice and after the decision of Minister of justice the appeal lies before the Prime Minister of State.

In 1955 the word Prime Minister and other Administrative Courts was substituted to the word High Court and instead of Minister of Justice the Deputy Commissioner and at the place of Nazim, the Assistant Commissioner was mentioned.

On 1st of August 1984 according to the Presidential amendment this section has entirely been changed and all the powers has been granted to the Qazis courts.

Section 24: In this Section, after the decision of Qazi Courts, first appeal lies before the Minister of Justice, then Revision before the Prime Minister of Kalat Stat but the same were amended on 29.07.1995 instead of Minister of Justice the word inserted the Majlis-e-Shoora and then in Revision instead of Prime Minister the word inserted High Court. Later on a section 24 (1) was also inserted. According to the Notification issued for amending Dasturul Amal Diwani Kalat 1952 two Members were nominated as a Member of Majlis-e-Shoora being Appellate Court of Qazis and first time Qazi Moulvi Abdul Samad and Moulvi Taj Muhammad Shahwani were appointed on these posts. This section was further amended that appeal period from the decision of the Qazis to the Majlis-e-Shoora was fixed 90 days and period for Revision was fixed for 60 days. On 1st of August, 1984, through Ordinance, 33 this section 24 (D) was inserted:

(i) If there is difference in between the opinion of Majlis-e-Shoora or the President of Majlis-e-Shoora (district Judge) the opinion of President will be superior.
(ii) If there are two Members of the Majlis-e-Shoora and there is difference of opinion then the matter will be referred to the third Member and majority opinion will prevail.

In section 24 the Appeal period and the period of Revision has been specifically mentioned which was further strengthened in PLD-1977-Qta-79, in case Moulvi Muhammad Murad Versus Jangi Khan in which the Limitation Act of 1908 was discussed and the section 29 of the Limitation Act was thoroughly examined by late Mr. Justice Zakaullah Lodhi and it has been mentioned that in any case of a special law if the Limitation has been clearly mentioned the same will be implemented. In civil appeal No.09/1956 Shakar Khan Versus Mustafa and others and in civil appeal No.22/1956 Arbab Muhammad Bakhsh and others Versus Abdul Malik, in civil appeal
No.23/1958, Nazar Muhammad Versus Dur Muhammad Mr. Justice Qadeer Ahmed and Justice Inamullah, decided the matter in PLD-1959-Qta-11 regarding Civil Procedure Code of 1908 Order 41 Rule 27 this point was decided that the Majlis-e-Shoora during the hearing of appeal having no powers to record evidence of any party. In PLD-1983-Qta-8 Mr. Justice Muhammad Naeem decided that in the Dasturul-Amal Diwani Kalat under section 24 which is corresponding section of Civil Procedure Code, 1908 and for Revision in the light of civil Procedure Code the section 115 CPC is relevant section according to which Revision is being filed and so no specific period has been mentioned, however, the same be dealt with according to the Central Statute of CPC. In PLD-1985-Qta-92 it has been held that the Appeal could be treated as a Revision. In section 152 CPC regarding the decision and Decree, in-advertently if any mistake was pointed out by the parties, that could be rectified by the concerned court. In Dasturul Amal Diwani on 1st of August, 1984 through Ordinance, 32 of 1984 it has been amended that after the decision of Qazi if there is difference of opinion between the Members then the matter will be referred to the President Majlis-e-Shoora /District and Session Judge and his decision will be final.

Section 25: In this section every higher authority has been empowered to call for the record and for the larger interest of justice to pass directions. This section has been amended because the powers of Naib Tehsildars, Tehsildars and Nazims were withdrawn and directly suits are being instituted in the Qazi Court and the same are being decided in accordance with law.

Section 26: In this section, the Prime Minister was empowered to call for record of any case from any court and to pass any reasonable order according to the circumstances of the case. In 1955 the word Prime Minister was substituted to High court and now the High court is empowered for calling for record of the case from any court and to pass any order. Section 26-A, the President Majlis-e-Shoora call for the record of any lower court and to pass any proper order for transfer of the same to any other court. This section is still intact on 08.01.1990 and it has been amended in Dasturul-Amal Diwani Kalat and the amended Act 1989 empowered to President Majlis-e-Shoora/ District and Session Judge for calling of record and transfer of the case from one court to another court.

Section 27: In this Section, the Prime Minister of Kalat State was empowered to pass orders time to time regarding proceedings and other relevant directions. In 1955 the word Prime Minister was substituted to High Court
and now the same powers are lying within the jurisdiction of the Hon'ble High Court.

**Conclusion**

The other Civil Laws which were enacted in Riyasat-e-Kalat since 1936 up to 1951 are Dasturul Amal Diwani Kalat, which is civil Procedure Code of 1951, the Criminal Procedure Code 19561, Qanoon-e-Shahdat Kalat of 1951. In 1936 the Dasturul Amal Aiwani Kalat which was published first time as the first Civil and Criminal Code and briefly the procedure of Criminal and Civil Cases have been mentioned and the punishment also mentioned of different crimes in the said book. The history of legal system is very vast, keeping in view the circumstances and topics of the thesis it has been concised and shrunk according to the present research work.

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