Bi-Annual Research Journal “Balochistan Review” ISSN: 1810-2174
Publication of:
Balochistan Study Centre,
University of Balochistan, Quetta-Pakistan.

@ Balochistan Study Centre 2017-2

Subscription rate in Pakistan:
Institutions:  Rs. 300/-
Individuals:  Rs. 200/-

For the other countries:
Institutions:  US$ 15
Individuals:  US$ 12

For further information please Contact:

Dr. Ghulam Farooq Baloch
Assistant Professor &
Editor Balochistan Review
Balochistan Study Centre,
University of Balochistan, Quetta-Pakistan.
Tel:          (92) (081) 9211255
Facsimile:   (92) (081) 9211255
E-mail:      balochistanreview@gmail.com
Website:     www.uob.edu.pk/journals/bsc.htm

No responsibility for the views expressed by authors and reviewers in *Balochistan Review* is assumed by the Editor, Assistant Editor, and the Publisher.
Editorial Board

**Patron in Chief:**  Prof. Dr. Javeid Iqbal  
Vice Chancellor,  
University of Balochistan,  
Quetta-Pakistan.

**Patron**  Prof. Dr. Abdul Haleem Sadiq  
Director, Balochistan Study Centre,  
UoB, Quetta-Pakistan.

**Editor**  Dr. Ghulam Farooq Baloch  
Asstt Professor, Balochistan Study Centre, UoB, Quetta-Pakistan.

**Assistant Editor**  Dr. Waheed Razzaq  
Research Officer, Balochistan Study Centre, UoB, Quetta-Pakistan.

**Members:**  Prof. Dr. Andriano V. Rossi  
Vice Chancellor & Head Dept of Asian Studies, Institute of Oriental Studies, Naples, Italy.

Prof. Dr. Saad Abudeyha  
Chairman, Dept. of Political Science, University of Jordon, Amman, Jordon.

Prof. Dr. Bertrand Bellon  
Professor of Int’l, Industrial Organization & Technology Policy, University de Paris Sud, France.

Dr. Carina Jahani  
Inst. of Iranian & African Studies, Upppsala University, Sweden.

Prof. Dr. Muhammad Ashraf Khan  
Director, Taxila Institute of Asian Civilizations, Quaid-i-Azam University Islamabad, Pakistan.

Mr. Ayub Baloch  
Member, Balochistan Public Service Commission, Quetta.

Prof. Dr. Mehmood Ali Shah  
Professor Emeritus,  
University of Balochistan, Quetta.
Guidelines/Parameters for Contributors:

Following are the Guidelines/Parameters for the scholars/researchers contributing articles to the bi-annual research journal of BSC “BALOCHISTAN REVIEW ISSN: 1810-2174”.

- The title should appear at the middle position of the first page
- The brief title (5 to 7 words) with author’s name also appearing in the top-left header position in the rest of the pages (running head).
- 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.
- The article should be of maximum 4000 words in New Times Roman, font 12 with 1 line Spacing.
- Main heading should be bold with italic subheadings.
- Tables and figures should be in a separate file, in a ready to print form with sources given below the tables.
- All statistical symbols present in the article should be italic.
- References should be in author/date style throughout the text in the APA format.
- The article should be in composed form
- Authors are entitled to five free off-prints and a copy of the issue in which their article is published.
- The articles should accompany a soft copy as well; to be sent through email preferably in MS word file format.
- Articles must focus on latest researches made in different fields/areas i.e. arts and crafts, architecture, archaeology, literature, language, economy, management, heritage and culture, politics, media, history etc. relevant to Balochistan.
- Any queries regarding the publication or acceptance of the article can be sought at the given address:

   Editor “Balochistan Review” Balochistan Study Centre, University of Balochistan, Quetta-Pakistan balochistanreview@gmail.com
## Contents

<table>
<thead>
<tr>
<th>Education &amp; Humanities</th>
<th>Page No</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comparative Analysis of The Jigsaw and Lecture Teaching Pedagogies at Secondary Level in Balochistan</strong>&lt;br&gt;Alia Ayub, Khadija Karim, Mohammad Akram &amp; Sadia Suleman Khan</td>
<td>01</td>
</tr>
<tr>
<td><strong>A Study to Find out the Effectiveness of Monitoring System in Government Middle Schools, Chiltan Town, Quetta</strong>&lt;br&gt;Samina Saleem &amp; Dr. Sajida Naureen</td>
<td>11</td>
</tr>
<tr>
<td><strong>Community Participation in Schooling and its Impact on Increasing Enrollment and Dropout Retention</strong>&lt;br&gt;Muhammad Rahim Nasar &amp; Dr. Bashir Kakar</td>
<td>23</td>
</tr>
<tr>
<td><strong>A Study to analyze the existing available facilities in schools for Special Children in District Quetta</strong>&lt;br&gt;Asma Kakar &amp; Amir Bano</td>
<td>35</td>
</tr>
<tr>
<td><strong>The Development of Capitals in Malaysian Transformed Schools: A Multiple-case Study</strong>&lt;br&gt;Zarina Waheed</td>
<td>53</td>
</tr>
<tr>
<td><strong>The Role of Press in the Baloch Resistance Movement of 1920s and 1930s</strong>&lt;br&gt;Zakir Hussain, Dr. Seemi Naghma Tahir&lt;br&gt;Dr. Abdul Haleem Sadiq &amp; Muhammad Fahim Baloch</td>
<td>65</td>
</tr>
<tr>
<td><strong>Importance of cooperative learning as an effective teaching strategy; a theoretical study</strong>&lt;br&gt;Dr Tasneem Sadiq</td>
<td>73</td>
</tr>
<tr>
<td><strong>Cyber Bullying: Prevalence, Consequences, and its Impact on Psychological Well-being among University Students, Quetta Balochistan</strong>&lt;br&gt;Nargis Gul &amp; Dr. Muhammad Azam Tahir</td>
<td>87</td>
</tr>
<tr>
<td><strong>Method of medicine taking used by psychiatric patients</strong>&lt;br&gt;A Case Study of Self Medication by Patients at Quetta District&lt;br&gt;Asma Shah Bukhsh &amp; Dr. Alam Tareen</td>
<td>97</td>
</tr>
<tr>
<td>Literature &amp; Languages</td>
<td>Pages</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>An Empirical Investigation into the role of Input in Improving Speaking Skills among</td>
<td>113</td>
</tr>
<tr>
<td>the Postgraduate Students of the University of Balochistan</td>
<td></td>
</tr>
<tr>
<td>Naeem Nasir</td>
<td></td>
</tr>
<tr>
<td>Discursive Construction of Immigrant Identity: Discourse Historical Analysis of a</td>
<td>119</td>
</tr>
<tr>
<td>Mohajir Identity Blog</td>
<td></td>
</tr>
<tr>
<td>Fouzia Rehman Khan</td>
<td></td>
</tr>
<tr>
<td>Portrayal of Women in Classical Brahui Fiction: A Feminist Perspective</td>
<td>139</td>
</tr>
<tr>
<td>Shamshad Neelam, Dr. Abdul Haleem Sadiq, Dr. Manzoor Baloch</td>
<td></td>
</tr>
<tr>
<td>&amp; Nasreen Baloch</td>
<td></td>
</tr>
<tr>
<td>Research overview of Imagery in Brahui short stories</td>
<td>151</td>
</tr>
<tr>
<td>Shah Muhammad Aajiz, Abida Baloch</td>
<td></td>
</tr>
<tr>
<td>&amp; Dr. Manzoor Baloch</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Management Sciences</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relationship between Age, Gender and Conflict management styles and its effect on</td>
<td>163</td>
</tr>
<tr>
<td>employee performance in the major universities of Quetta City</td>
<td></td>
</tr>
<tr>
<td>Uzma Jaffer &amp; Dr, Muhammad Shafiq</td>
<td></td>
</tr>
<tr>
<td>Economic Impacts and Success of Technical Education In Japan A Lesson for Pakistan</td>
<td>173</td>
</tr>
<tr>
<td>Dr. Noor Ahmed &amp; Bijjar Khan</td>
<td></td>
</tr>
<tr>
<td>Women Involvement in Economic Activities in Balochistan:</td>
<td>187</td>
</tr>
<tr>
<td>A Case Study of District Mustung and Pishin</td>
<td></td>
</tr>
<tr>
<td>Dr. Jahangir Achakzai</td>
<td></td>
</tr>
<tr>
<td>Analysis of Factors Affecting the Financial Performance of Companies: A Case of</td>
<td>199</td>
</tr>
<tr>
<td>Energy Sector of Pakistan</td>
<td></td>
</tr>
<tr>
<td>Dr. Muhammad Ahmad &amp; Dr. Nadeem Malik</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Content of the Eighteenth Constitutional Amendment and Balochistan: A Critical</td>
<td>213</td>
</tr>
<tr>
<td>Appraisal</td>
<td></td>
</tr>
<tr>
<td>Mohammad Ozair &amp; Jahanzeb Khan</td>
<td></td>
</tr>
</tbody>
</table>
Ethnicity and Traditions: The Resilient Social Barricades to Women’s Education in Balochistan 227
Shereen Yunus Khan & Dr. Fateh Mohammad Burfat

Women empowerment through community Development programs in Balochistan 239
Siraj Bashir & Dr. Huma Zafar

Impacts of Benazir Income Support Program (Bisp) Regarding Women’s Empowerment: A Case Study of District Barkhan Balochistan 253
Abdul Wahid & Dr. Shahida Habib Alizai

Recent Archaeological Exploration in Ishani, District Barkhan, Balochistan: An Assessment 265
Muhammad Iqbal, Manzoor Ahmed, Abdul Rehman & Shakir Naseer

Makuran: Gateway to Middle East 277
Fahmida Mehrab, Mansoor Ahmed Jalal Faiz PhD & Raja Qaiser

Critical Analysis of Roots of Baloch and its Relations with the Mughals in Historical Perspective 293
Sharaf Bibi & Dr. Ghulam Farooq

Poverty Alleviation through Benazir Income Support Programme in Balochistan: A Case Study of Poor Women Engaged in Dress-making and Beautician in Quetta District 307
Maryam Mehboob & Dr. Mumtaz A. Baloch

Nawabzada Nasrullah Khan as A Dynamic Leadership in Pakistan And National Politics of Balochistan 317
Khalida Parveen & Dr Naheed Anjum Chishti

Identifying Factors of Vulnerabilities to Natural Disasters: A Case of Malgagai Refugee Village Killasaifullah, Balochistan 325
Jamal-Uddin, Syed Ainuddin, Dr. Ghulam Murtaza & Shabana Faiz

Sardari System: A case Study of Political Organization in Baloch Tribes 337
Dr. Ghulam Nabi Sajid Buzdar & Dr. Sajida Naureen

Afghan’s Folk Perspectives in Kashmir During 1752 To 1819 347
Amar Jahangir, Dr. Mirwais Kasi, Anbrin Khawaja & Abdul Qadir
A Study of Delay Action Dams Based on Perceptions of the Inhabitants in Sub-basin Pishin, Balochistan
Syed Muhammad Zia-ul-Haq, Iftikhar Ahmad & Romana Ambreen
Comparative Analysis of The Jigsaw and Lecture Teaching Pedagogies at Secondary Level in Balochistan

Alia Ayub¹, Khadija Karim², Mohammad Akram³ & Sadia Suleman Khan⁴

Abstract
Teaching pedagogies plays an important role in communicating the information to the students. As learner needs more attention in acquiring the information so there is a need to teach them very carefully by practicing the innovative pedagogies. This study was conducted to analyze the impact of a new interactive Jigsaw technique. The objectives were as: To compare the lecture and jigsaw teaching pedagogies, to identify the impact of jigsaw and lecture methods on teaching – learning process and to suggest the teaching strategies for improving the teaching – learning process. Research questions were developed as: What is the difference between lecture and jigsaw teaching pedagogies? What is the impact of the lecture and jigsaw pedagogies on learning? And how teaching – learning process can be improved by using innovative teaching pedagogies? Experimental research design was used to conduct this study. 10 schools were selected through simple random sampling technique. 40 students were selected from each school through simple random sampling techniques from ⁹th grade (N=400). Sample students from each school were divided in the control (N=200) and experimental groups, (N=200), the experimental group was taught about 15 topics from Islamiyat, Urdu, English, General science and Pakistan Studies through Jigsaw Technique. The teaching of the control group was conducted by applying lecture method. At the end of the teaching-learning process, a test was taken and reflection sheets were filled by the students. Major findings of the results of this study showed that there was a difference in the scores of test in the control group and the experimental group. Students that were in experimental group were high achiever and they reflected that they enjoy the learning a lot. Jigsaw technique also increase their confidence level as they learn as an interactive learner rather than a passive learner, they feel them as a leader, because this technique

¹ Assistant Professor, SBKWU, PAKISTAN, aliaaslam54@yahoo.com
² Lecture, SBKWU, PAKISTAN, khadijakarim17@yahoo.com
³ Ph.D. Scholar, Hamdard University, PAKISTAN, akram.buledi@yahoo.com
⁴ Assistant Professor, SBKWU, PAKISTAN, ssuleman_khan786@yahoo.com
also provides them the opportunity to share their learnings, ideas with their classmates. The students of the control group were feeling bored in learning the different concepts. They respond that they need more lectures on understanding the difficult concepts, while the experimental group were very happy that they acquire more knowledge in little time, not only this they felt no more teaching of difficult concepts. Major recommendations are that, teaching – learning process is a difficult process, digestion of the information is difficult as compared to the digestion of the food. So students should be teach through using interesting, innovative and interactive teaching pedagogies to teach different topics. Use of these pedagogies make the teaching – learning process as an enjoyable and interesting activity.

**Keywords:** Comparative Study, Jigsaw teaching pedagogy, lecture teaching pedagogy

**Introduction**

Teaching is a process which brings interpersonal changes and improve the performance of the individuals. It is an arrangement of situation and a form of interactive process. Usually in this type of talking all elements of education process like students, teachers and teaching learning processes are involve. All these activities are conducted within the boundary of classroom and a school. And teacher is a crucial element of teaching learning process (Amidon, 1996). A teacher or an educator is an individual who helps and guide other individuals to attain knowledge, proficiencies, and cultural, religious and ethical values. A teacher is a person knowledgeable enough, has different skills and abilities, know the art of explaining and guiding pupils according to their needs. He/she is a person who is able to create behavioral changes in terms of cognitive, affective and psychomotor domains. (Mbise, 2008).

**Teacher and Education System**

In our education system teacher has the authority and control of the schools and their classrooms. In Pakistan teacher centered teaching techniques are used to run the system smoothly and effectively. Teachers teach through typical lecture method from the years, they find this method of teaching very simple and easy at all level of education system. This leads to the rote learning of the pupils without any deep understanding of scientific ideas, knowledge, theories and phenomenon.

**Importance of interactive/cooperative pedagogies**

If students are taught through interactive and cooperative teaching pedagogies, they will acquire the knowledge in an effective manner. Cooperative learning also supports teaching of the extraordinary and gifted students. It was indicated
that it might be a proficient method of teaching for creating analyzing skills, because students reflect their own choices and ideas in interactive environment. Jigsaw teaching pedagogy is one of the example of cooperative and interactive learning styles. This study was made efforts to highlight the impact of jigsaw teaching method and the lecture method. The results of this study will be beneficial for the teachers and the students as teacher wants their students learn and understand in a good manner, students need attention during learning, the results of the study will help both how to do so. The results of this study will also be helpful for the policy makers and curriculum developer, as they can improve the policies and curriculum by following the highlighted issues and flaws.

**Objectives of the Study**

- To compare the jigsaw and lecture teaching pedagogies.
- To highlight the impact of lecture and jigsaw method on teaching – learning process
- To suggest the teaching strategies for improving the teaching – learning process.

**Research Questions**

- What is the difference between lecture and jigsaw teaching pedagogies?
- What is the impact of the lecture and jigsaw pedagogies on learning?
- How teaching – learning process can be improved by using innovative teaching pedagogies?

**Literature Review**

**Lecture Method**

The most common form of instruction, now a day is a lecture method (Hrepic, et al. 2007). This format of teaching is suitable for college students because they are able to note the lecture and to write down the main points. It has been reported that the students learning through lecture method are passive listeners. They are just listening to the lesson from their teachers and getting notes to be prepared for exams (Doucet et al. 1998).

**Teacher**

Different scholars define the term teacher differently, TUKI dictionary define it as “A teacher is a person who teaches or facilitates the learning process”.


**Jigsaw Pedagogy**

(Dori, et al. 1995) found that the pupils who were taught through the jigsaw technique showed their interest in the class and wished to use the approach again during teaching. They even suggested their friends to learn by this method of teaching.

**Comparative Studies of Lecture and Jigsaw Pedagogies**

(Fennel, 2009) conducted a research on the use of both lecture and cooperative learning method. He surveyed 208 students who were taught by the said methods. Findings of the study showed that the student found the jigsaw method of teaching to be enjoyable and useful. Very few students were in the favor of lecture method and they were about .05%. The researcher found the jigsaw technique affect the mind set of students towards school. Aronson (2005) elaborated that the students of all levels and ages found interested in jigsaw technique, and when this method was applied, the academic performance were improved and the absentees of the students were decreased.

(Dori, et al. 1995) compared the scores of students, studying in elementary class. The topic “cell” was taught to the students by jigsaw method and by the traditional lecture method. They discovered that students who were taught by jigsaw technique amplified pre-test scores by 70.91% as compare of those who were taught via traditional method which increased only 61.28%. A study was conducted with 50 matric level students. The students were given pre-test and then in the next step were taught half of the course with jigsaw method and half with the lecture method. At the end test was taken again. It was found that there were no major differences in the achievements of the students but declared that there were no adverse effects of using cooperative learning on the matric level. (Thompson and Pledger, 1998).

Manning and Lucking (1991) explain that all the cooperative learning methods and the jigsaw are not beneficial academically but socially they help the students as well. The jigsaw method is an efficient mode to enable in the students the feeling of equality. Ross, et al. (2002) stated that no specific differences were shown academically in using the lecture method and jigsaw technique. But, because of social context, students reacted to more contented via methods of cooperative learning. Male students are more in the favor of jigsaw technique as compared to female. A qualitative study conducted to see the attitude of student’s regarding jigsaw technique. They stated that the low achieving students enjoyed the jigsaw technique more as compared to high achieving students. They pierced this point because the students with lower academic achievement feel more relaxed in minute grouping poised of compassionate, inspiring and competent peers. The students with higher
achieving grades feel that the said topics are not challenging, they are competent enough to learn the topics by themselves. (Dollard, M. W., & Mahoney, K., 2010).

Various literatures have been conducted regarding the use of lecture and cooperative learning methods, and it was found that cooperative learning such as jigsaw technique is more suitable for students than the lecture method. But peek et al. (1995) stated that the jigsaw teaching method is not suitable in all conditions, for all subjects and for all topics. He suggested that lecture format is more appropriate when there is large number of students, large quantity of information to be discussed in front of the students, the need of written notes etc. Enhancing learning is not only done by jigsaw method but the traditional lecture method is also appropriate if suitable conditions are available (Miller, S. K. 2003). There are more than 300 studies conducted to associate the effect of both cooperative learning and outdated lecture method taking place student’s achievements. The higher order thinking of students were promoted in more than 168 studies by using cooperative learning methods. On the other it has been noted that the conditions for cooperative learning must be suitable, while lecture method is considered suitable for higher classes only (Lancaster and Strand, 2001).

Many lecturers use traditional method of teaching such as lecture method and they proffered this method. It might be well-known an approach for setting up and upholding orders for their lesson because most of the teachers have no information, and they have no experience about new method of teaching. (Peek, et al. 1995). The students learn more in grouping as compared to listen the lecture from their students. In lecture only teacher is the source of information and the students are only listening the lesson, while in cooperative learning all the students in the group are involved. (Atkins, 2010)

**Research Methodology**

**Research Design**

Experimental research design was used to conduct this study. Control and experimental groups were formulated. The experimental group was taught about 15 topics from Islamiyat, Urdu, English, General science and Pakistan Studies through Jigsaw Technique. Control group was taught the same topics through the lecture method. At the end of the teaching a test was taken and reflection sheets were filled by the students.

**Sample Size**

The sample size for this research study was 400 (secondary school students of 9th grades)
**Sampling Technique**

Simple random sampling procedure was used to select the sample.

**Sampling Selection**

10 schools were selected through simple random sampling technique. 40 students were selected from each school through simple random sampling techniques from 9th grade (N#400). Sample students from each school were divided in the control (N#200) and experimental groups (N#200).

**Data Collection Instrument**

- After the intervention of Jigsaw teaching pedagogy to the experimental group, the post – test was administered to both control and experimental group.
- Reflection sheets

**RESULTS AND FINDINGS**

**Table 1 Independent Sample t-test**

**Comparison between the scores of lecture and jigsaw**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>t</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group (CG)</td>
<td>200</td>
<td>34.8750</td>
<td>7.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Group (EXG)</td>
<td>200</td>
<td>67.2750</td>
<td>7.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CG – EXG</td>
<td>-32.400</td>
<td>10.92597</td>
<td>-14.937</td>
<td>199</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

Above table indicates that there is significant difference in the test scores of control group and experimental group [t (199) = -14.937, p <.001]. Mean scores indicate that there is experimental group mean scores is very large (M = 67.2750) than that of mean scores of control group (M = 34.8750), it indicates that students of experimental group show excellent results.

**Findings of reflection tool**

**Reflection regarding Jigsaw pedagogy**

- The use of this strategy in the class, verily, makes one feel autonomous as learners especially when one is not merely intricate in peer teaching in a mixed group
• Students feel pleasure while helping their other classmates learning (in group) in order to make them able to bring out the cluster tasks (analytically or synthetically).

• Students responded that, “giving us an opportunity to practice self-teaching it helps to impart confidence and other important life skills. Instead of having material presented to us, we were engaged directly with the material which not only fostered depth of understanding but also helped us unravel the mishmash of the content presented.”

• They also reflected that the use of this technique made all of them accountable as individuals and promoted peer learning - imperative for the success of the group, apart from relying upon each other in positive ways.

**Reflection regarding Lecture pedagogy**

Eric Mazur once mockingly marked, it is a method whereby the address summaries of the trainer become transmitted to the notepads of the students without transitory over the brains of either.

• Students reflected about lecture method as boring as a lecture into one of the most stimulating experiences ever by coupling it with other means of engaging students like videos, charts etc.

• They felt fatigue, during the teaching – learning process.

• Lecture methods appeared as someone yap about a topic endlessly.

• They feel a part of an intellectual, invisible and binding contract. It was as to force oneself to listen to difficult and boring information.

• Apart from a few questions asked here and there, practically no opportunities were presented for the students to think for themselves or try to figure out the nuances of the content being taught.

**Discussion**

Lecture is characterized by habit and ritual, which we humans take great certainty from and find super comforting. Since time immemorial the tradition lecture approach has contributed to alienating students from learning because not surprisingly why would one want to listen to boring material. Hence, inquiry, critical thinking alongside other important high order skills were left untouched and unpractised. One positive aspect, of course, is the avalanche of information presented that saves us the effort of looking for more information. But the state of passivity characterized by the intake of information without adding much to it made the class uninteresting and non-stimulating.
Reminiscent of a jigsaw puzzle, the jigsaw technique, staying true to its name, attempts to provide a well-structured cooperative learning environment in terms of assignation, attainment (particularly by reverence to rational skills), and satisfaction. Like any other strategy out there it has its own fair share of pitfalls which result from when groups are made carelessly without assigning roles to each individuals. But the advantages most definitely outweigh the disadvantages. Every time this strategy is used in the class it invariably reinforces and contributes to:

1. Making students interdependent on one another in a optimistic way,
2. Making people liable
3. Having students intermingle to endorse student learning whilst at the same time students having a prospect for scrutinizing how fine their groups are operational.

**Recommendations**

**Engage all the students in group discussion**

Because each student had something to contribute to the group, one, inevitably, had to develop an expertise resulting in us taking a more active part in the whole activity and walking out of the class with an improve self-image and a sense of confidence in our own abilities and with an understanding that our contribution matters.

**Unfolding of the class in a cooperative and collaborative manner**

The unfolding of the session in a cooperative and collaborative style made for an incredibly interesting session where the content was mastered and delved into without having a robotic individual presenting the content in the blandest way possible or any other thing hanging over our head.

**Harmonizing a myriad of strategies**

Enrich the jigsaw teaching pedagogy with myriad of strategies, so that it also helped to cater to individuals with a variety of learning styles with every individual benefiting in some way or the other. Usually one active and sharp students is made

**Reduce the Dominancy**

Usually an active and sharp student is made as the leader of the discussion group. it is the duty of the teacher ask him/her to call each member of group with name and assign different concepts for discussion to each of the students. Moreover, provide the opportunity to all student to share the discussion material in front of the class.
Enhance learning experiences through exciting challenges

Group discussion may be appeared boring for the bright students. So, teachers should engaged the students in the exciting challenges by considering the level of interest of the students.

Motivate the slow learner

Slow learner may feel jigsaw as difficult process. Teachers should motivate them for discussion and monitor their discussion continuously. During monitoring process guide them how to start discussion and how to sum up. After that provide the opportunity to the slow learner to share their views within expert group, this will refine the ideas of the slow learners.

References


Dollard, M. W., & Mahoney, K. (2010). How effective is the Jigsaw method when used to introduce new science curricula in middle school science. Ontario Action Researcher, 10(3), 50-64.

Fennell, M. (2009). Acquiring and refining CBT skills and competencies: Which training methods are perceived to be most effective?. Behavioural and Cognitive Psychotherapy, 37(05), 571-583.


A Study to Find out the Effectiveness of Monitoring System in Government Middle Schools, Chiltan Town, Quetta

Samina Saleem¹ & Dr. Sajida Naureen²

Abstract
The role of monitoring and evaluation cannot be neglected in any educational institution. The objectives of this study was to evaluate the present monitoring system in middle schools of Chiltan Town, Quetta and to point out the weaknesses existing in monitoring system. The study was quantitative in nature. In order to achieve the major outputs, both secondary and primary data was used. The primary source of information was collected through data collection by using questionnaire. The results showed that majority of female contributors agreed with the question that Deputy District Education Officers are capable of monitoring their schools as compare to the male participants. The result displays that female participants were in favor that monitoring officer visits classroom to monitor the students learning. Whereas very few of male participants were favoring this question and majority of the female participants were agreeing with question that monitoring officer do monitor educational resources. Most of the participants were agreeing that monitoring officer monitor progress in curriculum. It was concluded that most of the participants were satisfied with current monitoring system. Monitoring system was introduced in education department for the monitoring of schools, schools resources and to make sure punctuality of teachers. The number of employees in such department was very limited. Beside this the secretary of education department formed a number of monitoring committees but currently its role was only to check the punctuality of teachers, these committees somehow covered the existing weakness in monitoring system of schools. The human resource in these committees were also found untrained. So, it was suggested that the education department, government of Balochistan should hire expert human resource for the monitoring and supervision of schools. The education department should provide training opportunities for its untrained monitoring staff and the monitoring unit must be free from political

¹ M.Phil Research Scholar, Balochistan Study Center, University of Balochistan, Quetta. saminasaleem008@gmail.com
² Assistant Prof. IER, University of Balochistan, Quetta. snaureen2005@gmail.com
interference and their submitted reports should be considered on priority basis.

Key Words: Monitoring, Supervision, Learning coordinators, Evaluate, Controlling Unit, Supporting Unit

Introduction

The challenges both in developed and underdeveloped countries are same related to the effectiveness of monitoring and supervision. Preferably, the supervision of schools is an improvement of series and that would help and support teachers and schools and examining their profiles. The consent in this regard is might getting into the knowledge of ministries and bringing realities to the notice of decision makers.

Monitoring system requires three basic components. It requires basic data collection, information and then to evaluate this information. And most importantly to introduce some new step for the improvement of the activity.

- Expected Results
- Collection of Data / information
- To evaluate the information
- Action taken by educational management

In education system, the monitoring system is a process of learning from experience. The main purpose of M&E is to improve the current activity regarding schooling. The data collection provides a raw material for M&E and here statistical analysis is essential element of it. It is also a process of measuring outcome and performance.

The main activities for M&E are planning, implementation and reporting the goal of the M&E is to improve the quality of overall education, policy reform and to improve the capacity of teachers. According to the 1973 constitution, education is the provincial subject, but the federal Government is responsible for educational policy making and national curriculum development. The standards in education are identified by the federal government. All provinces have established provincial education department headed by educational minister and assisted by education secretary (Shah, 2004, pg. 11)

The knowledge and information related to the effectiveness of education provides provisional suggestions. In conclusion while receiving bulk of research information it was observed that in the developed countries the resource input aspects seems to be small as per the recent studies the
qualification of teachers deserves to be reconsidered. Whereas in the developing states/countries the input aspects were recognized as a large proportion related to studies. The proper evaluation and monitoring system has been neglected unit of education management system for a long period (UNESCO, 2007, pg 12). The monitoring system can bring positive impact on education equality. In education system, Pakistan and others developing countries stress the need for well managed management system, quality control and management for supervision, monitoring and evaluation

Justification of The Study

The study can provide a real picture for the concerned departments to get better understanding of strategies and policy in school monitoring and evolution process. The study showed a clear existing monitoring mechanism and point out its weakness and strength. Deficiencies in existing system and flows were identified. The study suggested and recommended a reliable monitoring mechanism for federal and provincial education department and better mechanism for school and classroom monitoring.

Objectives

- To evaluate the existing monitoring system in middle schools of Chiltan Town Quetta.
- To find out the weaknesses existing in monitoring activities for middle schools
- To suggest some strategies for the improvement of monitoring system in public schools.

Significance of The Study

- The present study presented a clear picture of existing monitoring and supervision mechanism for government and non-government organizations.
- The study is useful for monitoring officers and head teachers of government institutions.
- Highlight the emerging problems regarding monitoring and supervision.

Research Questions of The Study

- What is the existing mechanism of monitoring for government middle schools in Chaltan Town, Quetta?
- What are the effects of monitoring and supervision on learning process?
• Is existing monitoring mechanism effective?

Research Method
This study was quantitative survey based in its nature and the data was collected randomly.

Research Tools
Secondary data and questionnaire was the research tools for the study. Document studies were also used as an instrument.

Respondents
The following were the respondents for the study;
21 female teachers
10 male teachers

Population and Sample
The Chiltan Town Quetta was total population and thirty-one teachers from 25 schools were sample size. The data was collected from the following schools.

Name of Schools for Data Collection

<table>
<thead>
<tr>
<th>S#</th>
<th>Name of School</th>
<th>Number of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>GBMS, Samungli</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>GBMS, Nohisar</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>GBMS, Killi Khanozai</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>GGMS, Killi Nohisar</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>GGMS, Khanozai</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>GGMS, Killi Nohisar</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>GGMS, Khanozai</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>GGMS, Zarai Colony</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>GGMS, Khudo Daiba</td>
<td>1</td>
</tr>
</tbody>
</table>
Limitation and Delimitation of The Study

The study was limited to government Middle boys and girls schools of Chiltan Town, Quetta. It was impossible to study the monitoring system of schools in whole Quetta city. So, the limited population was selected and the sample was kept small.

Literature Review

Education makes three types of understandings, first is knowledge, second is subject and the third one is the process. When someone gets a degree of specific level it is not called as education like if a person has achieved Master’s degree
people call it utilization of education in a narrow sense. The second one is said to be the utilization of education in a sense of obedience, the third sense is making use of such as a process. The word education is a reflection of two Latin words. The word "Educate" means to train and the word "Educatum" means teaching. Various definition related to education can be;

- Education is a demonstration of excellence already available in man, knowledge is available in mind. ideas is the differentiation of views

- The meaning of education is an all-round sketch the best in Child and in man's body and strength of mind. (Kumar and Sajjad, 2007, pg 1,2)

As a matter of fact effectiveness of monitoring still and will be a key concern, basically it is a system to effectively monitor education system through visiting and examining schools and classrooms. The thing that is essential for monitoring of schools is to work out on effective control. From the last two decades some countries have improved particular tools whereas others have developed more possibilities of monitoring systems. There have been made different systematic research following the effectiveness of monitoring system such as frequently visiting schools, classrooms and teachers whereas teachers consider this as a disrespect. The challenges both in developed and underdeveloped countries are same related to the effectiveness of monitoring or supervision. Preferably, the supervision of schools is an improvement of series and that would help and support teachers and schools and examining their profiles. The consent in this regard is might getting into the knowledge of ministries and bringing realities to the notice of decision makers.

The disagreement between helping and control both are related to and the responsibilities of supervisors, however it is hard to mix up both and to apply as one approach. Monitoring and supervision in common are a combination of supporting unit and controlling unit. But time to time the concentration moves towards increase in the intensity of control. A research done by a Kenyan came to a conclusion that inspection of school is primarily a process of control and to make sure respect of rules and faithfulness of the systems or authorities (Wanzare in 2003 pg 3). The basic part is how to assess an exercise such as, may it be analyzed on a result of a student? It is important to mention here that the conflict related to the supervision is from the side of teachers with respect to external monitoring basically this a protection of advantages particularly available to teachers and their professional independence that they think might affect. It is a misleading notion to acknowledge that evaluating results may through supervision, results of examinations or auditing would lead to a better supervision and change in the certainty. (Grauwe, 2009, pg 1-3,5)
Study reveals that there is a relation among various forms of monitoring related to the learning of students and its outcomes. From various forms of monitoring systems that have been investigated mainly focusing on asking teachers about the understanding of students in schools including seat work, assignments, homework the other one is review of class at intervals, determining testing and analysis of records. the way thorough investigated learning a teacher can ask about a lesson in brief to examine the level of understanding in the shape of quizzes and other forms like asking the students to demonstrate in this way a teacher is be able to understand his/her methodology either working or to work in some other techniques.

Monitoring at seat work is almost essential part if educationist compare the effective monitoring of teachers like for example those students whose achievements are higher than expected with those who are lesser in achievements reveals the significance of monitoring during seat work. If we talk about the monitoring of homework such as while giving assignments to students at home are to be carefully monitored can lead to achievement and increase learning time of students at classrooms. When concentration is given to study estimation and evaluation techniques it would quickly support to point out the role that consisting class room testing. Student monitoring have several characteristics such as when a teacher is setting higher standards and mentoring the progress of students at a higher level it would increase the achievements and efforts of students. During the process of learning if it is followed by giving rewards and appreciations against achievements of students would enhance the capability/capacity of learning and achievements. The Monitoring of teachers as well as students besides seatwork, homework testing or other researches the only way is the regularity of monitoring activities which is the major reason of effectiveness. (Cotton, 1988, pg. 2-5)

**Methodology**

This study was quantitative in its nature. In order to fulfill the studies objective, both secondary and primary information and data was collected. The primary data and information was collected through questionnaire. The Secondary data was compiled and collected through reports prepared by United Nations Organization, Balochistan Government and non-government organizations. Balochistan Education Managment Information System (BEMIS) data was also considered. The site for this research study was Chilton Town Quetta. Twenty five girls and boys public middle schools were selected for data collection. Questionnaire was prepared for head teachers and teachers. Primary data was analyzed. The information collected in the field was tabulated, complied and processed.
Analysis and Results

Table 4.1 shows satisfaction with the monitoring system of schools.

<table>
<thead>
<tr>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>10</td>
<td>1.7000</td>
<td>.94868</td>
<td>.30000</td>
</tr>
<tr>
<td>female</td>
<td>21</td>
<td>3.5238</td>
<td>1.28915</td>
<td>.28132</td>
</tr>
</tbody>
</table>

Table 4.2 Shows monitoring officers visits classroom to monitor the teaching of teachers.

<table>
<thead>
<tr>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>10</td>
<td>1.7000</td>
<td>.94868</td>
<td>.30000</td>
</tr>
<tr>
<td>female</td>
<td>21</td>
<td>4.1429</td>
<td>.65465</td>
<td>.14286</td>
</tr>
</tbody>
</table>

Table 4.3 shows monitoring officer visits classroom to monitor the students learning.

<table>
<thead>
<tr>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>m 3</td>
<td>male</td>
<td>10</td>
<td>1.7000</td>
<td>.67495</td>
</tr>
<tr>
<td>female</td>
<td>21</td>
<td>3.8095</td>
<td>.98077</td>
<td>.21402</td>
</tr>
</tbody>
</table>

Table 4.4 Shows monitoring officers monitor educational resources.

<table>
<thead>
<tr>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>m 4</td>
<td>male</td>
<td>10</td>
<td>2.7000</td>
<td>1.25167</td>
</tr>
<tr>
<td>female</td>
<td>21</td>
<td>3.8095</td>
<td>.98077</td>
<td>.21402</td>
</tr>
</tbody>
</table>

Table 4.5 Shows monitoring officer monitor progress in curriculum.

<table>
<thead>
<tr>
<th>gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>m 5</td>
<td>male</td>
<td>10</td>
<td>2.6000</td>
<td>1.07497</td>
</tr>
<tr>
<td>female</td>
<td>21</td>
<td>3.8095</td>
<td>1.03049</td>
<td>.22487</td>
</tr>
</tbody>
</table>
Figure 4.1. Shows monitoring have checklist while monitoring schools. The above figure 4.1. shows that most of the female participants are in favor of this question that monitoring have checklist on their school while monitoring.

Figure 4.2 Shows DDEOs capability to monitor schools. The figure above 4.2 describes that most of the female participants answered the question yes that DDEOs are capable to monitor their schools. While some male participants also agreed with the question yes.

**Discussion**

The capacity of human resource regarding monitoring job plays important role, the results showed that majority of female contributors agreed with the question that EDDOs are capable to monitor their school as compare to the male participants. Many male respondents were not agreed with the same question. The job description of learning coordinator was to help the teachers in their teaching process and to introduce new teaching methodologies among primary school teachers. But they were not performing their jobs according to their job description. Even they did not take a single class in primary schools.
Most of the female participants said that action has been taken when the reports by monitoring officer are submitted as compare to the male participants. The sufficient quantity of visit by the supervisors directly effects the outcomes of schools so the results showed that most of the female contributors agreed with the question that sufficient number of supervisors visit their school whereas the male participants also agreed with the question but not so much as compare to the females. National Education Policy 2009 suggested the active role of communities in schooling system, for the above mentioned purpose the education department has formed PTSMCs in middle and secondary schools. The result displayed that most of the female participants said that the monitoring officers meets community member regarding to the progress of school. While male participants also agreed with the question but not as much as compare to the females. Beside this most of the female participants agreed that monitoring officers share monitoring report with them whereas male participants also agreed with the question.

**Conclusion**

The education department of Balochistan government has developed a monitoring mechanism for the supervision of government schools. A strong management system was existed in this regard. At district level the management system was consisted of District Education Officer (DEO), Deputy District Education Officer (DDEO), Assistant District Education Officers (ADEOs) and Learning Coordinator (LCs) and the same management structure was involved in the schools monitoring. The term of reference TOR or job description was not cleared among these officials. They were involved to use each other authorities. The same officials were supposed to monitor the schools and performance of teachers. The junior officer were occupied the posts of the senior one. This scenario effected the system of monitoring. The officers were enjoying the key post on political basis. Many senior teachers or officers were not supposed to agree with the monitoring reports submitted by the monitors. Many head teachers were on the view that the monitoring is not concerned with these officers. The job disruption of the officer is to manage the education system, not to monitor the ability of school teachers. But on the other hand the higher authorities has given the responsibilities of monitoring to these officers.

**Recommendations**

- The education department, government of Balochistan should hire expert human resource for the monitoring and supervision of schools.
- The education department should provide training opportunities for its untrained monitoring staff.
• The monitoring unit must be free from political interference and their submitted reports should be considered on priority basis.

• Job description should be cleared and its copies should be provided to every employee.

• In field, the monitoring officers should motivate teachers and head teachers toward high performance.

• Regular and frequent visits should be carried out by all monitors and supervisors.

References


Jatoi, H and Khawja, S. H. (2010). Non-Functional Schools in Pakistan, Does monitoring system have an impact? (AEPAM Research study No 234), Published by Academy of Educational Planning and Management, Ministry of Education, Islamabad in the year 2010. (p 1, 2, 10, 14, 44, 45, 50, 51)


Umhlaba Development services (2010), Introduction to Monitoring and Evaluation using the logical framework Approach, Developed and Presented by: Umhlaba Development services, Noswal Hall, Braamfontein, Johannesburg, South Africa, (2010), Published by European Commission date unknown (p 6-7)

Community Participation in Schooling and its Impact on Increasing Enrollment and Dropout Retention

Muhammad Rahim Nasar 1 & Dr. Bashir Kakar 2

Abstract

Community participation in school management is highly important, because the school administration cannot overcome all of the challenges of school alone. Through community involvement the work becomes easy, and promotes the quality of education, as we are living in typical tribal society, where the people have fewer tendencies toward education. Thus, the idea of community participation gets high value. The present study explains the impact of community participation in increasing enrolment and dropout retention. The study was based upon the qualitative research method, where the data was collected from 40 key informants through face-to-face interview. The purposive sampling technique was applied and only those respondents were interviewed who were directly link to the problem. The findings show that besides multi and overwhelming challenges the PTSMCs are playing active role in the enrolment of out-of-school children and retention of dropout. The members go and persuade the parents to bring maximum number of children into school. The study reveals that the existence of PTSMC has improved the standard of education.

Key Words: Community participation, dropout retention, increasing enrolment, school management, PTSMC

Introduction

The world declaration on Education for All (EFA) in 1990 observed in its article (7) that all national, regional and local educational authorities have the unique obligation to provide basic education for all, the conference was held in Jomtien Thailand. The declaration observed that the partnership between school and local community, the private sector, religious groups and families at all level will be necessary. So that to achieve quality and quantity education for all.

1 Lecturer, Sociology Department, University of Balochistan, Quetta
2 Assistant Professor BUITMS, Quetta.
The declaration further viewed that to meet the basic learning needs for all children, youth and adult for the purpose to enhance their full capacities in order to live and work with prestige, dignity and improve their living standard and enable them to make informed decisions. The declaration also emphasized that for achieving these ends the participation of educational partners means the community is quite necessary to actively participate in every stage of policy making and its implementation, so that to fulfill the actual demand for basic educational services. (Bray, 2000)

Getting education is crucial for the development and social justice, however, it has the concerns or issues of drop out and lack of enrolment on global level as highlighted by the Millennium Development Goals (MDGs) Goal 2. As per report of the Global Monitoring the Education for All (EFA) indicates that sixty-one million of school going children were found not enrolled in schools and a huge number of children reported of drop out at the early stage who could not reach to minimal learning standard, but it is desirable that the children should rest in schools till graduation. The MDGs however, affected the standard of education to great extent and many out-of-school children enrolled in the schools. (Victoria A. Namukwaya, 2014)

Despite having progress the world failed to achieve the targets of Millennium Development Goal 2 of the universal primary education by the year 2015. The data witnessed that after completion of the prescribed time many of the children from the developing countries of Africa and Asia remained out of schools, it is said that about 59 million children in the school-going age were recorded out of school in the year 2013 and it is also revealed that 1 in 5 of those children reported had dropped from the school. So, to overcome this mountain-like challenge the UNO called a summit of all the member nations in September 2015 at UNO office to chalk out a new vision for the said program as Universal Primary Education (UPE). The title of the program was set as “2030 Agenda for Sustainable Development Goals (SDGs)”, where 17 goals were set, among these goals the goal number 4 was “to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. The summit further explained that by the year 2030 it will be ensured that all girls and boy should complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

https://sustainabledevelopment.un.org/sdg4
Review of literature

Community participation in school management

Community participation in the school matter has been felt strongly in each era, so, in this way an effective partnership between the school and community was considered to form at the dawn of the democracy in south Africa, where all other stakeholders like church, business men, political leaders were taken into confidence, because of their role assembling the people for “working together”. Both the school and community had to work together in order to prepare the students to address their educational challenges in 21st century. (Ramma, 2010)

It is in the interest of nation to involve the community in school management, there should be mutual sharing of resources, decision making which will facilitate the link between community and school. The channel of communication should be kept open for facilitating such relationship and cooperation. An old dictum that “No communication no community”. So, this relation or communication creates harmony, cohesion, integration, unity, oneness and belongings between the school and society. The school should act as an effective forum for maintaining such interaction. (Condy, 1998)

In Pakistan it has been observed that in public schools the condition of promoting education is not praiseworthy. So, as a result it is realized by different organizations that without involvement of local community in schools it is quite difficult to achieve the targets. According to federal directorate of education (2001) “Social development objectives and outputs can neither be pursued nor ensured either by the governments or the society alone. Social service delivery, particularly those related to education and learning, thus needs to frame sound, functional idea and effective partnership between the school and the society”. (Condy, 1998)

School can work effectively if parents are involved in it. Similarily the school principals can also play a better role in promoting quality education when parents are participated actively in the school process. But in Pakistan unfortunately it has not been entertained likewise. The culture of parents engagement has not been in vogue for the long period of time, so, the parents participation remained quite poor. However, in the last decade the government felt the need of it and introduce the concept of (PTCs) means Parent Teacher Council. According the rule the principal of the school was appointed as the convener of the committee. He will supervise the committee. It was indeed a good move for the promotion of quality education, however, it could not meet the expected result, because besides assigning a new or additional responsibility the principal was not given extra incentives, and so, as a result
he failed that he could show full concentration. Thus the (PTCs) have become dysfunctional. The study further reveals that along with the incentives the principal should be given training in order to deal the PTC effectively. This will indeed improve the skill of the head teachers. (Jehanzeb, 2013)

The role of PTSMC in increasing enrolment and retention of dropout

To analyze the efficiency and importance of SMC in last decade of twentieth century, some community model schools were established. The project was aimed to retain the dropout and enroll out of school children, which resulted positive response. In the second phase under the specific objective of inducting all children of the project area into school, bore an unexpected result and brought the dropout rate to zero percent and apart from this the community provided optimum facilities for monitoring and physical materials of the school. (Habib, 2014)

The main reason for leaving primary school is financial. Studies have shown poverty to be the main cause forcing children off the school. In the year 1977 a study indicated that 79 percent of dropout came from low-income households. Corporal punishment is another much-cited in-schools reason for dropping out. In 1989, 52 percent of Pakistani teachers were found to use physical punishment with their students. In the long run reducing dropout rate results decreases in both the direct and opportunity costs of primary schooling. This in turn increases enrolment and is an important step in achieving universal primary education in Pakistan. www.yespakistan.com

The involvement of parents and community in schools management has improved the social and academic aspects of children in different countries. So, in this way the government of Pakistan and the government of Khyber Pashtoonkhwa decided to evolve a strategy to involve the community in schools on regular basis, to achieve these ends the said governments established bodies like “Parent Teacher’s Councils” PTCs. Khyber Pakhtoonkhwa was the first of all other provinces in country to form such bodies in 1993. The basic purpose of the body or council was to enhance the role of community in increasing the enrolment rate, keeping surveillance on the teacher and students presence and discouraging their absenteeism, minimizing the unnecessary interference etc in educational institutions, besides this the PTCs also involve in spending the fund granted by the government in small repair and other commodities like class rooms. Head master or principal of the school was given authority to call a meeting of the parents quarterly in order to settle the problems faced by the school administration. (Nasir, 2013)

In Pakistan school management committees SMCs are called with different names, however, it works with the name Parent Teacher School Management
Committee PTSMC in Balochistan. The committee carries out its work in responsible way.

**Rational of the study**

Community Participation in school management has great importance in the present era. This activity is motivating the community people to involve in schooling. It has strengthened the educational system and school management, without community involvement the people are not even able to secure the schools and education from different dangers. So, there is dire need that the government should ensure the community participation in schools, so that to make the community responsible in this regard. This study highlights the significance of community participation in the schooling. The findings of the research study may become the source of knowledge for the students of sociology, social work and other social sciences and for the students of education, where they can easily understand the idea of community participation in schooling and know the true situation in the locale. The students may further explore the said problem on different angles and try to bridge the gaps. The findings of the study can prove a good tool and base for making policies and future planning to make community participation and PTSMC more effective and functional. The findings give a clearer picture of the situation of the community participation and identifying the gaps, which are present in the in this regard. The study suggests that so for the work done by the PTSMC has not achieved the desired targets in the school management, so, there is more attention needed to focus the area.

In the present research study qualitative research method has been adopted, because this method has been used in many research studies in the past and got rich and valid data in similar topics. Qualitative research method was also deemed relevant to the nature of the topic. Regarding sampling technique Purposive sampling technique was used to collect the data only from those respondents, who were directly link to the problem and relevant data was collected from the respondents. The sample size for the study was 40 key informants. The respondents were interviewed through unstructured interview guide, where they openly expressed their views. The respondents were from ESP-UNICEF staff, office bearers of Education Department, head teachers and other PTSMC members like parents.

**Results**

**Regarding Community participation in school management**

The key informants argued that it is highly important in schools. In the past when the funds were allotted, it was consumed without any planning. But since
the community involvement has introduced or school management committees have established, the fund is consumed with mutual consensus. A lot of work is done in less budget in the supervision of the committee members. The decisions are undertaken with mutual consensus and understanding, and after that the signatures are put of all members. The societies in the world having better standard of education is only through the community participation, where the PTSMCs play dynamic and functional role. The community participation is quite necessary for the promotion of education but if such involvement of community remains dead, than as a result the school becomes the hub of other activities rather than educational activities, which is alarming for the development of society. Community participation is a good act and activity. It creates the cohesion between the school and community. The school problems are solved with mutual cooperation of the school and community, which definitely creates easiness for the school administration. If there is any issue in the school, instead the head teacher the committee members go to education office and solve that issue. It is joint effort, which always yields fruitful results. Through the involvement of community the work of the school is being done in front of the community, which resultantly creates an atmosphere of confidence and trust. In such participation the work is done through mutual consensus with the community people, means the opinions of community people are given high respect. In this partnership the division of labor comes forth in a sense that the work is divided among the school and community, where the work is done by different people according to their capabilities and approach.

About the question of “The role of PTSMC in the enrolment campaign”

Most of the PTSMCs found active. The committee members undertake sincere efforts and launch campaign to enroll maximum number of children into school. The respondents viewed that to achieve these targets the committee members join the enrolment campaign and walks arranged by supporting organizations at the beginning of the academic in March, the PTSMCs also announce through loud speakers in the bazaar, in mosques, arrange press conferences, conduct seminars, meet the parents of the children, the religious clergies of the mosques, the notables and the elected members of the community. The committee members highlight the importance of education. Few of the respondents further shared that the PTSMCs of their school besides joining the enrolment campaign of the supporting organization also arrange enrolment walk on their own behalf. Furthermore few of the respondents viewed that in such campaign the PTSMCs of their schools are quite inactive.
Regarding the “Challenges and issues to PTSMC in the enrolment of out-of-school children”

The key informants viewed that the biggest challenges for PTSMCs to enroll large quantity of children into schools are poverty, illiteracy, shortage of schools especially for the girls, scarce budget for education, the parents being uneducated, lack of interest of the parents, sparse and scattered population the ghost schools, occupation of tribal lords on the schools’ buildings, migration, distances between the schools and homes of the children, tribal rigid traditions and disputes, the over burden on the classes, overcrowded classes, the religious trend, (where the people prefer more to send their children to Madrasa rather school especially girls), lack of awareness, child laboring and the laziness of the PTSMCs.

“The efforts being taken by PTSMC in order to retain dropout”

Based on the sharing of Key Informants most of the PTSMCs were found active in retaining the dropout. The respondents explained that when any student drops from the school during the academic year, the committee members approach his parents; and try to bring the dropped student back to schools. If they do not succeed in bringing the dropped student, then the committee members approach the notable persons of the community or religious clergy of the mosque for the purpose to make the parents readmit his child into school, in short the PTSMCs at all cost try to retain the dropout students in the school. furthermore about half of the respondents viewed that in their schools the supporting organization has established a sub-committee with the name of “Child Club”, where there is a position of “Survey Secretary”, whose function is to identify and collect the data about the dropout students, then this boy shares the data with the head teacher and PTSMC, after that the committee members go behind the dropout students and inquire about the causes of dropout. Moreover, a few number of the respondents viewed that the PTSMCs of their schools are not more active in this regard, they added to retain the dropout students they call the parents of those students on their own behalf rather than PTSMC platform. One of the respondent viewed that out of school children are called the Labors. There are 25.2 million children out of school in Pakistan. The dropout ratio is 55% in the country which the official record reports, however, it is 78% originally. The cases of dropout are more happened between the ages from 8 years to 14 and up to 15 years.

Regarding question about “The factors causing dropout”

The respondents were of the view that the leading factors causing dropout in their community are the poverty, child laboring, the parents being uneducated, not given proper time by the parents to their children, the religious mindset,
single school teacher,( if the teacher goes on long leave the students as a result get drop from the school, but if the said post becomes vacant, then the children leave the school), corporal punishment, the inactiveness of the teachers in the school, the insincerity of parents in the education of their children, illiteracy, distances between the schools and homes of the students, the weak performance of the teachers, having no fair command of teachers on their subjects, no proper convenience to school, shortage of schools, tribal disputes, ignorance, lack of awareness about education, teachers’ absenteeism in villages especially, discouragement of teachers, the blunt and weak students (when fail again and again in classes and finally leave the school), seasonal corps cultivation and harvesting, livestock in villages especially, the nomadic life of the people from cold to warm areas and vice versa, strictness of the teachers, lack of facilities in the schools, the excessive religious trend, Madrasa culture and not implementation of maternal language in the syllabuses of the schools.

Discussion

The present research study is about the “The Community Participation in School and its Impacts on Increasing Enrolment and Retention of Dropout”. The study shows that community involvement in school management is of high value, where the parents and school combine take the decisions of the school. They try to ensure quality as well as quantity education in the school. The community participation makes the school work easy in such a way that they access to all those forums which bring some development in school. The partnership of community provides courage to the school teachers and makes them able to work without any fear. The community plays the role of a watchman, which surveillance the school from unusual happenings; it works in the management of school on one side and on the other side work as security figure to secure the school from all threats. Though the role of PTSMC is quite extensive, however, it is confined over here to highlight its role/impact to the enrolment of fresh students and retention of dropout students. So, the study reveals that the school management committees are working in approximately in all schools of the district, however, they are not equally functional in all schools, but where there are functional, the committees work for the enrolment and retention of dropout with sincere efforts, the committees attend the enrolment campaign of the supporting organization at the beginning of the academic year, contact the parents and other community people to bring their children to the schools, the committees also launch enrolment walks and announcement through loud speakers, meet the notables of the community so that to divert maximum number of children towards school. In the mid of the year or during the academic year the committees go behind those students who
become drop during the year, the members meet their parents or responsible persons to inquire about the causes of dropout, and try to solve their concerns and reverse the students back to the school, which has proved quite fruitful. The study reveals the involvement of community has greatly improved the standard of education and many new and dropout students have made their way back to the school.

**Limitations**

- This study was conducted in urban areas of the district Zhob, but if such study is conducted in the rural areas, it can give a new and different insight to the readers.

- In this research study the topic is explore through the cross-sectional study, but having a vast thematic area if such research topic is explored on longitudinal study bases, it can gives some more results, which may prove more valuable in this regard.

- This research study was based upon the qualitative research method with a small size of sample; a quantitative research method with a large size sample can give more clear result.

**Suggestions**

Based on the key findings/results of the study below suggestions are put forward to ensure community participation more functional in school management, that the result could be seen as enrollment increased and dropout retained.

- The PTSMC members should give training, so that they may understand and orientate of their basic responsibilities.

- There should be a quarterly meeting of every PTSMC with the education department, so that to make them accountable.

- Daily service allowance (DSA) or a specific budget for PTSMC is very much important for making it more effective.

- The meetings on the set frequencies may boost up the efficiency of PTSMC, if the members are bound to attend.

- Joint meeting among all the PTSMCs may make every committee more functional and effective after every three months, where they may share their issues and can find best reasonable solution for them.
• Qualified and relevant persons in the committees may improve the standard of the PTSMCs and can make them more functional.
References


www.yespakistan

https://sustainabledevelopment.un.org/sdg4
A Study to analyze the existing available facilities in schools for Special Children in District Quetta

Asma Kakar¹ & Amir Bano²

Abstract
Special education is specified to special children, it is a practice of educating students with special needs. It can address their individual differences and needs. The main objective of this study was to point out the existing and missing resources in Schools for special children in district Quetta and other objective was to present a picture of special education services in Quetta. The related data was collected from social welfare department and schools specified for disabled children. Two questionnaires were formed. One for social welfare department and other was specified for schools heads and teachers. Different reports were also considered. Data was collected from three schools existing in Quetta city for disabled children. The collected data was analyzed and was presented in tubular and graphic form. According to results there were only small number of institutions for disabled children’s. In Quetta two basic departments are working for the development of special children, education department and social welfare department. There was a weak communication system between these two departments. Some non-government organizations are also working for the education of special children. Very limited budget were allocated for the welfare and education of special education. There were only limited number of institutions for special children run by government of Balochistan. And a small number of institution were also run by private sector. Lack of basic facilities especially human resource like psychologist and physiotherapist were observed in every institution. There were also a shortage of some physical facilities like wheel chair, sticks and the provision of artificial hands and legs for disabled children. The results show that the special children were handled like normal children. The teachers were found untrained and there were no professional training programs for teachers. It is concluded that the parent teacher association is very important towards most favorable care related to disabled children. Through building emotional health of children and through providing more supportive mechanism for children would result in success towards positive association among parent and teacher. It is

¹ M.Phil Research Scholar, Pakistan Study Center, University of Balochistan.
² Associate Professor, IER, University of Balochistan, Quetta.
advocated that educators are required to make an example by avoiding families from annoyance. If the families are invited and welcomed in the classrooms and take their suggestions regarding the provision of physical facilities that would be more and more helpful for children as well as both educators and parents. According to the suggestions of the participants who contributed in this study that more and more trainings should be organized for the management of the schools, by government and for the benefits of students, trained teachers should be arranged those must be specialized in their subject and the teachers must use some extra techniques in their teaching to enhance the quality of their teaching.

**Key Words.** Behavioral Disorder, Communication Disorder, Child Right Convention, Developmental Disorder, Disabled Children, Emotional Disorder, Learning Disorder

**Introduction**

Special education is also known as special need education in many countries. In special education, special need is provided to the special children. Additionally, the institution addresses all students’ and individuals’ need. This mechanism requires proper planning, well developed monitoring system, well defined teaching methodologies and adopted materials and equipment. These aids help the students having special needs that the students may succeed in their social lives and show progress in communities. Following are the types of special needs:

1) Communication disorders

2) Behavioral and emotional disorders

3) Learning disorders

4) Developmental disorders

Special education is an education which is specified to special children it is a practice of educating students with special need. It can address their individual differences and needs. It needs special teaching methodology, and this involves systemically monitored arrangement in teaching and its procedures, and equipment and material used for teaching and learning. These instructions are designed for specials students’ alien with their needs for the achievement of personal self-sufficiency and success in schools. Special learners with special needs include physical disabilities, communications disorder, learning disabilities, emotional and behavioral discord. Children with special need requires unique teaching methodological and physical resources.

Several national development plans were introduced in country. First plan was introduced in 1955-60, it was two years plan but this plan was failed due to
lack of administration funds and support. Second plan were introduced between 1960 to 1985. The main achievement of fifth plan was establishment of four models special education institution. (leri, 2006)

According to WHO ten percent of the total population in developing countries are suffering from disabilities and 2.5% are with severe disabilities. These special children or people need education services. In Pakistan there are 300 special education institutions. One of the main aim of curriculum for special children in an effective teaching skills in order to organize and provide services related to the special needs of children.

In Pakistan there is a large number of disabled children, and government introduced special program for education. These program are introduced for those learners who are emotionally and physically unfit. Due to these special requirements need for special children cannot met with in the traditional classroom environment and to fulfill this gap special children need special education program. in Pakistan special educational needs have legal definition help for special children is usually be provided in their ordinary school with the help train teacher, it needs extra help in school, in reading and writing processes.

**Justification**

The study justifies the following deliberations.

1. The finding pointed out the facilities available in Schools for disabled children.

2. A clear picture was presented regarding school conditions for special children and recommendations will be forwarded to government authorities.

3. The study may have the possible impact not only in existing running Schools for special children but also for further Schools.

**Objective**

- To point out existing and missing resources in Schools for special children in district Quetta.

- To present a picture of special education services in Balochistan

- To aware the society, political parties, government authorities and teachers about the education services for disabled persons

**Hypothesis:**

i) It was assumed that a limited budget may be allocated for institutions specified for special children. The limited budget may affect the progress of institute
ii) Incapable management or weak administration low importance given by government towards special education can affect the availability of physical and human resources to special children schools

iii) The physical and emotional development of children may be effected by the availability of physical and human resources

**Research Question**

1) What is the quantity of available physical and human resources in special children’s schools?

2) What is the effect of physical and human resources on learning outcomes of disabled children?

**Limitations and delimitations**

This research study as limited to three institutions specified for special children. Data was collected from both male and female teachers and head teachers. It was a tough job to collect data from children with disabilities, because, they were unable to respond. Their responses might affect the data or even results. Therefore, the researcher had to collect data during school time. The data collection was prohibited in private institutes for special education. This study has a great importance because low importance has been given to disabled children in our society. Special children need special care and resources for their behavioral and emotional growth. And school is an institution where these facilities can play its role for the better development of special children.

**Population and Sample**

All public and private institution for special children was population for this study. The data was collected from three schools.

**Methodology**

The related data was collected from social welfare department and schools specified for disabled children. Two questionnaires were formed. One for social welfare department and other was specified for school’s head and teachers. Different reports were also be considered. Data was collected from three schools existing in Quetta city for disabled children. The collected data was analyzed and was presented in tubular and graphic form.

**Literature Review**

Initial five definitions as defined by California for the children who require special treatment are as such:
• Children that are being identified with having disabilities which may be physical, mental conditions that entail early intercession, special services of education or other specific services

• Children that are not identified by their conditions whereas they need specific support or needs monitoring.

As per the American Law related to the disabilities act applies principally but not completely for the individuals who are having disabilities issues such are defined as:

• Children who are having physical or psychological injury which considerably limits the activities in the life of children, like caring own self, walking, hearing, seeing, speaking, breathing, working, learning or any kind of manual performance.

• Children who had a past history of such injury

• Children observed for having such type of injury

There are many examples related to these injuries like it can be orthopedic, hearing injuries, Speaking, visualization, cerebral palsy, muscular dystrophy, diseases related to heart, it can be diabetic problem, mental retardation, particular disabilities related to learning, HIV or emotional illness. Those children who are having disabilities from birth to the age of three years or they are at risk are defined as:

• Child or newborn with having problem of delay development in any or five of the areas that are: acquiring of knowledge, physical, communal, emotional, and adaptive.

Children who are having the condition of disability or recognized disability like autism, deafness, problem related to hearing, mental retardation, traumatic injury of brain, visual injury etc. The identification concerning of these disabilities are categorized through specific criteria:

• The provider who already known of the condition

• Time period related to the condition

Utilization of certain tools like process of screening or assessing for the identification of such condition. (USA analysis, 2000)

To recognize the association and relationship among special education along with common education it would be better to know the meaning related to key terms accordingly, to get awareness about where the students related to special education presently spend their time in school and to know the situation that
what steps has been taken by different forums electorates/constituencies which include educators, Boards related to schools, parents as well as the supporting groups proposed for disabled. Here a question arise that how the placement is determined of disable students. In this regard both dominant trend and addition are the ideas. Dominant trend is the addition of disabled children by means of their peers into common education which is based on the assessment of individual. The dominant trend take place when parents think that their child must participate in common education. The idea of addition goes beyond dominant trend which involves that most disabled children must be educated in common education, despite of the severity of disability and separate placement of education exist no longer.

A lot of constituency’s stands for the people with a widely contradictory disabilities along with specialized institutions related to educators, administrators of schools as well as experts who work among disabled students have concerned statements on addition such as:

- Unprofessional eagerness regarding complete addition as well as elimination related to the range of services for exceptional education.
- Eagerness related to the viewpoint of addition except support towards eagerness related to services and making decision.
- lessen system of special education in extent
- Support suitable addition having complete enthusiasm related to the selection of placement and services.
- Apprehension towards the addition do not provide suitable services for children with having disabilities related to learning like vision mutilation, hearing problems etc.

Apprehension towards tasks related to common education educators and consequences of addition on every student/learner along with distinguishing the multiplicity of placement choice and tackling of educating familiarity is like a power/potency of the existing system. (Hocutt, A.M, 1996)

Those children who are having disability problems are the most Insignificant as well as expelled faction of children who are experiencing extensive abuse related to their rights. Further it is combined with poverty, community segregation, lack of support and hostile atmosphere. Their expulsion make them more vulnerable. In fact there is a very little availability of data which is based on evidence related to disabled children. Mostly those children who belong to a poor family and received poor health facilities, like malnutrition, lacking of clean water, poor health and hygiene situation make their living in
a very dangerous condition. Children who born with disability problems is not the only issue but to deal with the disease is most prominent issue. There are many disabled children even being and having the right to equality are not treated as such, they spend most of their times in nursing homes or special institutions which cause them more vulnerable towards exploitation as well as abuse. Among all these factors the greatest hurdle is ignorance, dishonor, injustice and lacking of training for their capacity building. Keeping in view these issues it is recommended that disability must be recognized as worldwide issue of human rights and it should be mainstreamed by developing and taking serious actions that may lead to the betterment of health as well as educational programs. All those people who are working on disability must be informed that disability should be taken a major issue related to human rights and they must improve their efforts to develop lives of youth who are disabled. From the past two or three decades disability is addressed as an issue related to human rights and the disabled children are permitted towards all rights that are guaranteed in child rights convention. Article 2 of the convention prevents all types of discrimination on the basis of disability. Article 23 give emphasis to the freedom as well as rights related to the children who are having disability problems and promoting their life enjoyment and life experience at the great extent. It depend on the kind of injury that a child would require additional support along with other resources to execute their prospective such as rehabilitation, surgical involvement other devices to assist like wheel chair, transport etc. In developed countries the medical advancement have been improved significantly towards health issues of disabled children. This can be evidenced through seeing reduction in the rate of mortality as well as morbidity among disabled children in developed countries. If we compare it with low income countries there are no such improvements been made so far, whereas only wealthiest families provide sufficient facilities to their disabled children. Study shows that there is lack of facilities and services to handle the issues related to health facilities, basic medication for disabled children (UNICEF, 2013)

There are many advantages in the existing approach towards identification as well as assessment related to the special requirements of education along with make available of supplementary support. Schools along with parents predominantly worth the relation that exists currently among diagnosis related to disability and authorizing supplementary resources for lesser disability. Through this a level of certainty would be ensured all the resources required would be available for students individually along with special requirements related to education. Besides this there exist important difficulties in the current approach. Study time after time highlight the requirements related to
intervention as early and suitable. The council is having concerned about the lacking of health facilities and well as inadequate access psychosomatic evaluation, it means few children who require special education would not be capable to right of entry the specialized assessments. There is also a great concern that assessments only shows disability of child rather to guide the process of child growth, teaching as well as learning. The council concluded that the existed allocated support is not been able to provide all the children with reasonable and equal approach and support.(National Council for Education, 2013)

ANALYSIS AND RESULTS

Table 4.1 shows condition of school building.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>1.9231</td>
<td>.27735</td>
<td>.07692</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>1.6471</td>
<td>.49259</td>
<td>.11947</td>
</tr>
</tbody>
</table>

Figure 4.1 shows condition of school building.

Analysis 4.1

The mean analysis of the above table 4.1 shows that most of the male participants agreed with the point that yes condition of school building is good. Whereas female participants also agreed with this point but not as much as compare to the males.
Table 4.2 shows washroom in school for teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>1.6154</td>
<td>.50637</td>
<td>.14044</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>1.8235</td>
<td>.39295</td>
<td>.09531</td>
</tr>
</tbody>
</table>

Figure 4.2 shows washroom in school for teachers

The above table 4.2 shows that female contributors agreed with this question that there were washrooms in their school for teachers. While male contributors were also agreeing with this point but not as much as compared to the females.

Table 4.3 shows washroom in schools for students

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>1.9231</td>
<td>.27735</td>
<td>.07692</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>1.8235</td>
<td>.39295</td>
<td>.09531</td>
</tr>
</tbody>
</table>
Figure 4.3 shows washroom in schools for students.

The mean analysis of the above table 4.3 describes that mostly male participant’s they agreed with this question that in school a washroom exist for students.

Table 4.4 shows availability of blind stick in schools for blind children.

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>1.3846</td>
<td>.50637</td>
<td>.14044</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>1.4706</td>
<td>.51450</td>
<td>.12478</td>
</tr>
</tbody>
</table>
Figure 4.4 shows availability of blind stick in schools for blind children

The concluding part of this table 4.4 displays that female contributors they agreed and they said yes that blind stick is available in their schools for blind children.

Table 4.5 shows physical condition of classrooms

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>1.5385</td>
<td>.51887</td>
<td>.14391</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>1.5294</td>
<td>.51450</td>
<td>.12478</td>
</tr>
</tbody>
</table>
Figure 4.5 shows physical condition of classrooms

The mean analysis of the above table 4.5 shows that almost both of the participant’s males and females they agreed with this question they said yes they are satisfied with the physical condition of classroom.

Table 4.6 shows facility of drinking water for schools

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>13</td>
<td>1.4615</td>
<td>.51887</td>
<td>.14391</td>
</tr>
<tr>
<td>Female</td>
<td>17</td>
<td>1.5294</td>
<td>.51450</td>
<td>.12478</td>
</tr>
</tbody>
</table>
Figure 4.6 shows facility of drinking water for schools

The concluding part of this above table 4.6 explores that almost both of the participant’s males and females they were agreeing with this question that yes there is any facility for drinking water.

Table 4.7 shows furniture availability

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>F12</td>
<td>Male</td>
<td>13</td>
<td>1.4615</td>
<td>.51887</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>17</td>
<td>1.4118</td>
<td>.50730</td>
</tr>
</tbody>
</table>
The mean analysis of this table 4.7 shows that there is a little difference in the responses of the both participant’s regarding to this question that there is enough furniture available. Whereas male contributors answers were greater in number as compare to the females.

Discussion
Education system for special children in Quetta has suffered from several factors. These include lack of resources in special children’s schools, traditional approaches to handle the disabled children, lack of learning competencies, lack of good governance and leadership at district and school level, poor quality of resources and teachers and their teaching pedagogies, absence of meaningful professional accountability, traditional approaches to teacher education, ineffective supervision and monitoring mechanism, lack of adequate financial resources, and inconsistency across the vision of education policies. To address these critical issues of quality, management and human and financial resources, several educational reforms have been launched by the federal and provincial governments for disabled children but they hardly have made any significant difference in improving the quality of education in Balochistan.
There were only small number of institutions for disabled children’s. In Quetta to basic departments are working for the development of special children,
education department and social welfare department. There was a weak communication system between these two departments. Some non-government organization is also working for the education of special children. Very limited budget were allocated for the welfare and education of special education. There were only limited number of institution for special children run by government of Balochistan. And a small number of institution were also run by private sector.

Lack of basic facilities especially human resource like psychologist and physiotherapist were observed in every institution. There were also a shortage of some physical facilities like wheel chair, sticks and the provision of artificial hands and legs for disabled children. The results shows that the special children were handled like normal children. The teachers were found untrained and there were no professional training programs for teachers. The lack of physical and human facilities has direct impact on students learning outcomes. The students were found unable to achieve the educational goals. Majority of the students did not achieve their students learning outcomes. Some of the teachers were unable to manage some physical resources. They were untrained regarding resource management.

**Conclusion**

The respect of disabled child is the keystone, particularly we are not respecting children instead we are trying to force them to pursue us and without looking upon on disabled children’s needs. Naturally we are domineering them and being rude attitude with them and doing this we imagine for them that they will be obedient as well as well behaved. Therefore, it is our responsibility to deal them with kindness for which we are teaching them and to provide physical resources for them. It is noticed that when teachers expect children to help them in doing things and learn by themselves they show respect towards children. Once the children have options they will be having the ability to develop themselves which would result in acquiring necessities and effective independent learning.

It is concluded that the parent teacher association is very important towards most favorable care related to disabled children. Through building emotional health of children and through providing more supportive mechanism for children would result in successfulness towards a positive association among parent and teacher. It is advocated that educators are required to make an example by avoiding families from annoyance. If the families are invited and welcomed in the classrooms and take their suggestions regarding the provision of physical facilities that would be more and more helpful for children as well as both educators and parents.
It was also concluded that in special children schools the students and families as well as teachers belongs to different cultures, languages as well as social and economic statuses. Due to above mentioned reason both stake holder were not interested for the provision of resources in schools. There is stress among teachers, head teachers, management and children families. Like long duration of working hours, lack of adequate resources and small flexibility lessens the availability of time for teachers to tackle communications with parents this situation had great impact on education process. Parent and teacher both lacks common set of principles in school matters. Mostly teachers as well as head teachers be deficient in the capability of identification and communication of major ideas or problems regarding school facilities For the better management of special children’s schools almost head teachers, parents as well as teachers all distinguish that their viewpoint and belief is not given proper valuation.

**Recommendations**

- According to the suggestions of the participants who contributed in this study that more trainings should be organized for the management of the schools, by Government.

- For the benefits of students, trained teachers should be arranged those must be specialized in their subject and the teachers must use some extra techniques in their teaching to enhance the quality of their teaching.

- The needs of the students should be fulfilled according to their desires.

- Transport facilities must be provided to the students.

- Some AV aids should be provided to the students, especially to those students those are having problems in their hearing.

- In stationary the government should provide them some general knowledge books.

- Fresh buildings should be provided to the students to overcome with the problem of classrooms and washrooms.

- It is also good that with education some extra programs should be also provided for the welfares of students

- It is also good that with education some extra programs should be also provided for the welfares of students
• Facilities should be provided to the special students those can’t hear or they are handicapped

References

Ainscow, M and Memmenasha, H.G (1998), the education of children with special needs: barriers and opportunities in central and Eastern Europe. Published by UNICEF Florence, Italy (p 1-5, 32)

Blain, S (2013), Supporting Students with Special Educational Needs in Schools, Published by National Council for Special Education (P 3-6)

Department for children, schools and families. UK (2007), designing for disabled Children and Children with special educational needs, Guidance for mainstream and special schools. Author and Publisher: department for children, schools and families. UK 2007. (p 5, 10-12)

DFID) & UKaid (1999), Education for Children with disabilities improving access and quality. Publisher and Author: Department for International Development (DFID) & UKaid, (P 1-3)

Employment, Social Affairs & Inclusion (2013), Support for Children with Special educational needs (SEN), Author and Publisher: Support for children with special educational needs (European Commission), (p 5,6,8,10)

Griffin, T (2014), Children with special needs: Information booklet for parents, Published by: National Council for Special Education (NCSE), (8-12)

Hocutt, A.M (1996), Effectiveness of Special Education: Is Placement the Critical Factor? The future of Children SPECIAL EDUCATION FOR STUDENTS WITH DISABILITIES Volume - 6, No-1 Spring 1996 (p 78, 79, 81)


Milles, S (2002), Schools for all including disabled children in Education, Published by Save the Children, , final editing done by Emma Cain. (P 10-11)

Page, H (2000), Transition to inclusive Education in Armenia, Published by UNICEF, in Central and Eastern Europe and the Commonwealth of independent States. (p 82 - 84)

Rutte,v (2011), Special Needs Education & Community based Programs. Integration models for elementary and secondary schools in Austria. Published by UNESCO,(p 1-4)


UNICEF (2013), Children and Young People with disabilities fact sheet, Author and Publisher UNICEF, (p 4-15)

USA California (2000), First 5 Special Needs Definition. Publisher, USA California, (p1-2)
The Development of Capitals in Malaysian Transformed Schools: A Multiple-case Study

Zarina Waheed

Abstract

Studying the role of different types of capitals collectively in school transformation is a newly emerged trend in the field of education. The purpose of this qualitative study is to explore the four types of following capitals: spiritual, social, intellectual, and financial in two selected transformed schools in Malaysia. The data were collected through observations, document reviews, and semi-structure interviews from 28 participants including school heads, administrators, and teachers. The findings revealed that the four types of capitals existed in both case schools where different methods were used to develop and strengthen them. Theoretical and practical implications and suggestions for future research are also discussed.

Keywords: Capitals; school transformation; leadership; Malaysia.

Introduction

The economic and human capitals of any country depend highly on its ability to provide quality education to its masses. The Malaysian government also considers education as one of the major factors improving the quality of life and providing social and economic gains and benefits to the nation (Tahir, Mohd Nihra, Khadijah, Shafeeq, & Aqeel, 2015). For this reason, Ministry of Education Malaysia (MoE) has taken numerous initiatives to improve the quality of education and meet international standards and expectations. One of the main initiatives in this regard is to transform its low and average-performing schools into High-performing schools (HPS)— the “schools with ethos, character and identity in all aspects of education” (Ministry of Education, 2014).

MoE not only intends to transform schools in terms of cognitive dimensions by improving their intellectual capitals only, but also on social, financial, intellectual and spiritual dimensions as well. Hence, a school must strengthen and utilize each of four types of capitals to transform successfully into an excellent or high performing school. Caldwell and Spinks (2008) have

---

1 Department of Education, SBK Women University, Quetta, Balochistan, Pakistan
conceptualised four types of capitals as intellectual, social, spiritual, and financial capitals in transformed schools.

Thus, the purpose of this study is to explore the development of intellectual, social, spiritual, and financial capitals in selected Malaysian transformed schools. Studying roles of different types of capitals collectively in school transformation is relatively a newly trend in the field of education. However, due to remarkable effects of different capitals on school transformation, a great interest is being witnessed on the topic by current researchers from the field (e.g., Caldwell, 2009; Caldwell & Harris, 2008; Chen & Pan, 2016; Harris et al., 2009). Such studies have been conducted China, Finland, United States, Australia, and Wales. However, Malaysian schools being culturally different from schools in other countries may employ different practices and strategies for the development of these capitals (Harris et al., 2009; Muhammad Faizal, Saedah, Norfariza, & Faisol, 2011). Therefore, there is a critical need to explore the development of intellectual, social, spiritual, and financial capitals in Malaysian transformed schools through in-depth qualitative studies.

**Model of Capitals for School Transformation**

In the countries with most effective education systems, an international project was framed to analyse the factors that give rise to a transformation in their secondary schools. The countries involved in this project were China, Finland, United States, Australia, and Wales. School transformation, for this project, was defined as a systematic and sustained change for the achievement of all students in a given setting (Caldwell & Harris, 2008). From extensive case studies, it was found that transformed schools create, strengthen, and align four kinds of capitals/resources (Caldwell & Harris, 2008; Caldwell & Spinks, 2008; Harris et al., 2009). The four types of capitals identified were intellectual, social, spiritual, and financial capitals. Besides, it was claimed that these capitals are strong and aligned with each other as well as with needs of students and goals of transformation. Moreover, school governance and leadership were found to play the most important role in strengthening and aligning of the above-mentioned capitals.

The knowledge, skills, competencies, and capabilities of people working in or for school reflect the intellectual capital of transformed schools. For instance, talented, hardworking and trained teachers along with, educated, committed, and determined school leaders constitute intellectual characteristics of transformed schools. These aspects are acquired by continuous professional development, encouraging innovation and creativity and managing the instructional process.
Social capital stands for the formal and informal partnership between schools and parents, community, other schools, business, and agencies that can support the schools. It focuses on developing collaboration by cooperation, participation, and teamwork among all stakeholders inside and outside the school. Financial capital, on the other hand, refers to monetary resources. It involves alignment of funding to make all students successful in all conditions through provision of quality education. According to Caldwell and Spinks (2008), financial capital is not the most influential factor affecting the school transformation, as was thought previously, but one of the capitals required for transformation along with intellectual, social, spiritual capitals. The last capital is spiritual capital that focuses on morality, ethics, values, and religious beliefs. Caldwell and colleagues claim that school transformation cannot be achieved without considering the spiritual aspects.

Methodology

Selection of cases

The purpose of this qualitative multiple-case study (Miles & Huberman, 1994; Yin, 2009) was to explore the development of four important types of capitals in selected transformed schools, in Selangor, Malaysia. Two schools that were literal replications of each other were selected as cases through purposive sampling.

Data collection and analysis

For data collection, interviews, observations, and document reviews were used as tools. School leaders (principal in school A and headmistress in school B), six administrators like those that senior assistants and head of the departments, and twenty teachers were selected through purposive sampling from both schools collectively as interview participants. While nineteen observation sessions were conducted in school A and fifteen in school B ranging from two hours to nine hours per session. For documents, all formal written documents like minutes of meetings, yearly plans or reports were reviewed to achieve the research objective. In addition, triangulation, member check, expert opinion, and peer check were methods used to enhance the trustworthiness of the study (Merriam, 2009).

The data analysis, on the other hand, was based on two different approaches. Firstly, being multiple-case study, it involved the description of each case first and then comparison with each other in order to provide more insight on the phenomenon (Miles & Huberman, 1994; Yin, 2009). For the description of each case, grounded theory approach (Corbin & Strauss, 1990, 2008) was employed through open coding, axial coding, and selective coding. The
researcher initially formed a relatively larger number of emerging themes. Later identified themes were reanalysed where few themes merged under one theme while others were divided into sub-themes. Then, the themes from the both cases were synthesised and aggregated to explore the differences and similarities. ATLAS.ti 7 was used as software to systematically organise and retrieve data. It also helped in making networks and relationships between different themes and sub-themes.

**Findings**

The data possessed strong evidence for the existence of four forms of capitals: intellectual capital (IC), social capital (SoC), spiritual capital (SpC), and financial capital (FC) in both case schools. The procedures and strategies to develop, and align these capitals were more similar between the two schools. One of the reasons behind these similarities might be that both schools were national schools where the programs, policies, and donor agencies were almost the same.

**Intellectual Capital**

The both case schools possessed a strong IC where different methods were used to develop and strengthen it. Firstly, the findings revealed that a culture of innovation and creativity prevailed in the schools where innovation and creativity were being practiced, encouraged, and appreciated. Besides, being up-to-date about current programs, policies, and practices was one of the practices common in both case schools. The focus of both case schools was on incorporating more modern and innovative teaching techniques instead of traditional chalk and talk. A room equipped with 21st century learning equipment such as computer tablets, smart boards, high-speed internet, multimedia and a self-assess room for English language learning were fully functional in school B. While, school A was a five-star Smart school, the highest rank for the schools that are having a high rate of ICT usage in teaching and learning and school administration. The most important thing found in both schools was the use of social networking websites and applications such as Facebook, WhatsApp, and Telegram to teach, communicate, appreciate, and update by school members. For example, one of the senior teachers from school A who was about to retire informed that she has created a Facebook and WhatsApp groups as teaching forums where she uploads objectives, activities, and required information in the group with students. Moreover, the schools also had planned to incorporate research in school in order to help teachers to solve their own classroom problems through systematic studies and remain updated about current practices. However, these were in its infancy in both schools.
Additionally, a culture of acquiring and sharing professional knowledge prevailed in the both case schools to develop their IC. The schools had different types of professional development methods: internal professional development sessions, collaborative teaching among teachers, external training, reflection sessions, book reviews, and outbound professional development programs. In the both schools, all teachers had to attend seven days capacity development programs per year to fulfil the professional development criteria by MoE. However, they were found to go beyond this and provided more opportunities to the school members for their professional growth.

**Spiritual Capital**

The methods to develop SpC in school A were slightly different from school B because it was catering students from different ethnic groups with different religious and cultural beliefs and values. Conversely, school B was catering students with the single ethnic group. Despite the differences, the ethical values and practices were at the centre of both schools’ operations and functions. Respect, responsibility, loyalty, care, love, honesty, integrity, punctuality, companionship, patience, sympathy, character building, and instilling moral values were the ethical values being practiced by the school communities. The diversities were accepted and respected in both case schools in order to maintain a cultural and religious harmony of the school. The school A celebrated every religious and cultural ritual contentedly. These practices reinforced a sense of love respect and unity among the school members. In school B, where the teachers were from different ethnic background mentioned that everyone was loved and welcomed in the school that resulted in creating a positive and healthy working environment.

Both of the schools were having compulsory courses intended to familiarise students with religious and moral values and practices. Moreover, they were organising different talks, seminars, and workshops aimed to make school members morally sound. The religious beliefs and practices were used as a mean to instil moral values, beliefs, and practice among school members. Every Friday, both schools conducted special prayers for Muslim students. Students from other religions were also given opportunities to organise programs according to their religions. One of the most important things found in both schools was the role of parents and community in organising different programs for students moral and spiritual well-being.

The discipline unit, counselling unit, and students’ affair department were extremely efficient in their duties and had developed a strong coordination among each other to enforce ethical conducts in schools. Nonetheless, teachers and leaders were also playing their roles in this regard. From the interviews, it
was found that both schools faced minor discipline issues among teachers like punctuality. Two methods were being used to discourage such conducts. The first and most preferable method used by both school leaders was using soft approaches like suggestions and advice. If soft approaches were failed, then they used hard approaches such as show cause notice, written explanations, and transfer.

**Social Capital**

The findings revealed that SoC in case schools was developed by establishing a strong bond among school members. For that, firstly, a positive relationship among school members existed. For example, a motherly or fatherly attitude was developed and towards students from teachers and leaders. Especially, the teachers had an affection and a soft corner for students and were ready to help them through friendship and sharing.

A culture of cooperation and teamwork existed among teachers. Discussion, sharing, consulting, and helping were common practices found among the teachers. A teacher from school B about the relationship between teachers claimed, “… we communicate very well and the closeness, the bond is here. There is a well-maintained relationship…,” A teacher from school B argued, “cooperation and teamwork is one of the main properties of the school”.

Additionally, a strong partnership was evident among the school, parents, community, NGOs, and some business organisations. The schools had programs intended to involve parents and community. The participants highlighted two main programs. Parents-Teachers Association (an elected body), which was involved in decision-making. Sarana Ibu Bapa is a non-elected committee, with a parent coming towards and helping the school and teachers in any program. The parents, on the other hand, were fully committed to the school. They were supporting the school financially, technically, and as well as emotionally.

The school has developed networking with other schools, where school A has developed strong partnerships with other schools for the exchange of knowledge and resources, while school B, along with schools in Malaysia, as also developed international partnerships. The school has established a partnership with schools in Thailand and Australia. This network helps them to share their experiences, research, or in other words learn from each other.

**Financial Capital**

For both schools, the government was the main source of funding. The funds received every year from the government were distributed among different department and co-academic clubs and as well as a part of this was allocated
to teachers professional development. School B received a huge amount from the MoE as incentives after getting the status of the high-performing school. However, the school the leader and the teachers from school A also received an amount from the MoE as a token of appreciation for their hard work and commitment after getting ‘New deal’ (a title given to the schools for academic and co-academic success and minimising students discipline related problems).

Nevertheless, both schools considered this amount not enough to help the school to run its operations efficiently. Therefore, the school secured following additional financial sources. The school organised a few fund raising programs. The teachers also shared that the school has also organised different programs and carnivals where the funds were raised through selling tickets and food. The both schools were active in entrepreneurial approaches. The school had rented a canteen and a stationary shop, without photocopy and printing facilities. Additionally, to generate more funds, the library had kept a photocopy machine where the amount of photocopy could go to the library. The school was also taking a small amount as informal fee from the other schoolteachers for attending training programs organised in the school.

The parents were one of the main contributors in school after the government funding. The school was charging an informal fee from each family as a donation. The teachers also reported that the parents were very cooperative in terms of financing different activities for their kids. Usually, the parents donate through PTA. However, sometimes they donated individually as well. The teachers reported that the parents had contributed in up gradation of different school facilities. For example, the canteen, the library, and the classrooms. It was also indicated that the parents who are working in big companies and business organisations help to generate funds from their organisations as their corporate social responsibility. While the ones who have their own businesses, would contribute financially a well.

**Discussion, conclusion, and implications**

School transformation is complex and multidimensional therefore demands extra efforts and hard work as well as innovative thinking from school leaders. The past literature holds strong evidence that any remarkable transformation is not only dependent on school monetary resources and funds, but also on social, spiritual, and intellectual dimensions of school (Caldwell & Spinks, 2008). For example, Sekolah Kebangsaan Ulu Lubai, a national primary school, situated in the remote jungle of Sarawak, Malaysia, with extremely disadvantaged and socially deprived community experienced a sudden extensive and intensive change, involving cultural, and social aspects of the school.
The teachers in these schools also have a notably higher level of support from their principals; the time spent on teachers’ professional development is comparatively high. In response, teachers become disciplined, hardworking and committed to their work (Aziah & Abdul Ghani, 2012; McGee, 2009; Mulford et al., 2008). Similarly, in this study, it was found that transformed schools provide a favourable and constructive school environment, which is conducive to students learning in addition to basic physical, social, and intellectual resources (Aziah & Abdul Ghani, 2012; McGee, 2009; Mulford et al., 2008).

An atmosphere of collegiality, teamwork, cooperation, celebration, participation is created and maintained in these schools. Strong bonds exist among all school members where importance is being given to relationship building (Mulford et al., 2008). Outside the school environment, parents and community involvement form an important element of school transformative process, in which schools actively engage parents and community members in academic and non-academic matters. Consequently, the parents and community members offer their skills, competencies, and financial support for improvement of the school (Aziah & Abdul Ghani, 2014; Caldwell & Harris, 2008).

The transformed schools not only use the school budget efficiently to avoid wastage but also generate more funds to fulfil the school requirements through donations and entrepreneurial approaches. Correspondingly, they use religion and cultural values and beliefs to develop a culture of respect, trust, honesty, loyalty, harmony, and transparency. These values unquestionably influence the success of schools (Chen & Pan, 2016; Fullan, 2001; Kanokorn, Wallapha, & Keow, 2013).

It is also obvious from the findings that the development and alignment of all these capitals strongly depend on effective leadership (Caldwell & Spinks, 2008; Harris et al., 2009). Leaders in these schools are adaptive and use situational leadership along with transformational and instructional leadership. There focus is not only on managerial practices by focusing on achievements and tasks, but they also give importance to relations, change, and ethics in their schools.

Consequently, in order to change schools successfully, ample consideration should be given to the development of the four types of capitals: intellectual, social, financial, and spiritual capitals (Caldwell & Harris, 2008; Harris et al., 2009). The findings of this study gave a comprehensive explanation of school transformation by highlighting the required capitals. Therefore, the findings may be used as a guiding tool by MoE Malaysia to make policies, plans, and
design programs to encourage and motivate schools to develop their identified capitals. Additionally, sufficient attention can be apportioned in incorporating all strategies that school leaders used for the development of capitals in their schools in leadership capacity development programs and training for current and prospective leaders. Besides, the school leaders who are struggling to transform their schools may adopt the procedures and methods to develop the necessary capitals in their schools.

It is worth mentioning here that the case schools, in this study, were national schools. Researchers are encouraged to explore the types of capitals in Malaysian national-type vernacular schools, religious schools, and private schools for further understanding of the role of capitals in school transformation. Cross-cultural studies between transformed schools in Malaysia and other Asia-Pacific countries would be an important and interesting area for future research too. Especially, the Asia-Pacific countries with world-leading education systems like Singapore, Honk Kong, and Japan. Analysing the influence of different types of leadership behaviours on different types of capitals would also be an interesting and valuable topic for future research studies in order to get a comprehensive and detailed view of the role of leadership in development and alignment of these capitals.
Reference


http://doi.org/10.1207/s15327671espr0902


Miles, M., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). California: SAGE.


http://doi.org/10.1177/1741143214549973

The Role of Press in the Baloch Resistance Movement of 1920s and 1930s

Zakir Hussain¹, Dr. Seemi Naghmana Tahir²
Dr. Abdul Haleem Sadiq³ & Muhammad Fahim Baloch⁴

Abstract

The purpose of this study is to highlight the role of journalism during the Baloch resistance movement in late 1920s and early 1930s. The paper discusses the journalistic and political contributions of Mir Yousaf Aziz Magsi, Abdul Aziz Kurd and Muhammad Hussain Unqa. These leaders realized the potential and power of press. Along with their political movement against the British rule, they also practiced journalism initiated various newspapers, including Al-Baloch, Trajuman-e-Baloch, Azad, Itehad-e-Balochaan and Balochistan Jadeed. Pamphlets and articles like Shams Gardi and Faryad-e-Balochistan were produced criticizing the policies of the British. The British arrested and detained the leaders who published newspapers and wrote against them. The British banned seventeen newspapers of Muhammad Hussain Unqa and imprisoned him for twenty years, four months and eleven days. The findings of the study will contribute to the role played by local press in Baloch resistant movements of that era.

Key Words: Baloch Resistance Movement, Press, the Anjuman leaders

Introduction:

At least three thousand years ago, some tribes left their abodes in Central Asia and moved toward west, south, and southeast directions which were called Aryans. A section of Aryans later known as Indo-Iranian settled in northwestern Iranian region of Balashakan and were known at that time as Balashchik. After wandering and sufferings of many centuries, these pastoral nomads finally settled in the south and eastern borders of Iranian plateau. Here they were given the name Baloch from being the Balashchik, and the region

---

¹ Lecturer, Department of Media Studies, University of Balochistan, Quetta.
² Chairperson, Department of Mass Communication, University of Karachi.
³ Director, Balochistan Study Center, University of Balochistan, Quetta.
⁴ Chairperson, Department of Media Studies, University of Balochistan, Quetta.
where they finally settled later known as Balochistan “the country of the Baloch”. Imposing their language and culture, they created a nation-state which had independent or semi-independent status for nearly three hundred years (Dashti, 2012, p.1)

Dashti (2012) divides the history of Baloch into different periods, the first part of the Baloch history begins with their migration into Iranian plateau and settlement into Balashakan or Balashagan. The second period begins when the Balashchik of Balashagan as wandering pastoral nomads, moved in Kerman, Sistan, Makuran, and Turan, having a new identity as the Baloch. The third part of the Baloch history is termed as their golden age. In this period the Baloch created their nation-state. The British while strengthening their position in Central Asia against Russia attacked and occupied the Baloch state in AD 1839. Thus the golden age of the Baloch ended. The fourth part of the Baloch history is the period of Baloch resistance against the occupation of Balochistan. In this period a general insurrection began against the British (pp.8-9).

The Baloch Resistance Movement

“Nationalism has never been without rivals” (Janmahmad, 1988, p. 51). The question of Baloch national sovereignty started in 19th century, from the day of British hegemony (p.163). After the occupation of the Baloch State, the British ruled here through proxy using Khan of Baloch as a puppet ruler (Dashti, 2012, p. 246). The Baloch resistance against the British lasted for more than century. (Munir, 2009) According to Prof. Dr. Munir Ahmed Baloch (2009):

There were undoubtedly the acts of individual tribal chiefs of a collection of them who resisted an alien occupation….the early resistance could not assume the form of a national struggle. There was a lack of communication among the Baloch tribes and contact with Indian people, except the Khilafat Movement. The enemy being superior in arms and resources and the lack of proper political organization until 1920, Mir Abdul Aziz Kurd initiated a political organization in the name of “Young Baloch” which remained underground until 1929 to mobilize the masses for a proper political struggle.

According to Surrat Khan Marri (2014), “the Baloch never compromised with British rule. There were always organized or spontaneous insurgencies including political movements for Baloch independence.” Mir Afzal leading a delegation went to Moscow in 1870s to ask Russian support for the independence of Balochistan. In 1920, another political delegation in supervision of Mir Misri Khan went to Soviet Union and joined the Baku 1920 Conference of National Liberation Movement (p.18). Surat Khan Marri writes,
“Along with armed struggle well known political movements for Baloch independence were also launched in Balochistan around 1920 under the leadership of Mir Yousaf Aziz Magsi and Abdul Aziz Kurd” (p.19).

The leaders of Anjuman and their Journalism

The Anjuman leaders organized conferences such as “All India Baloch Conference”, held in Jacobabad on 27th, 28th and 29th December, 1932. Earlier than the conference they issued a statement published in daily Zamindar in Lahore, which said: It has been decided to convene the All India Baloch Conference at Jacobabad in the month of December, 1932. The Baloch are properly acquainted with democratic principles but our nation is being tremendously affected by external influences. Consequently, we have no choice but to organize ourselves by establishing bonds of unity and alliance. (p. 153)

Political expressions were curbed in Balochistan till late nineteen twenties. There were no newspapers to publish the political views of the Baloch leaders; they went for the newspapers in other parts of the subcontinent, such as Delhi, Lahore and Karachi, to propagate their political expressions. In 1927 Abdul Aziz Kurd along with Nasim Talvi initiated a newspaper from Delhi, entitled “Balochistan” (Baloch & Shah, 1999). The Anjuman leaders wrote in “Daily Zamindar” of Mualana Zafar Ali Khan which one time had a circulation of 30,000 (Waheed, 1998, p.113).

Faryad-i-Balochistan (Plight of Balochistan)

On 17th November 1929, Mir Yousaf Ali Khan Aziz Magsi wrote an article, “Faryad-i-Balochistan” (Plight of Balochistan) in weekly Hamdard which was being published from Lahore (Bugti, 1996, p.84). He wrote, “whole the world is developing and the people of Balochistan seems to be asleep… for God’s sake don’t let people laugh on you…put an end to the mutual jealously and rivalry, and prove be the bravest nation” (as cited in Naseer, 2010, p.448).

It was a time when the conditions were miserable and writing against the British in a newspaper was considered the biggest crime. In his article, Mir Yousaf Aziz Magsi criticized the British policies in Balochistan and demanded constitutional reforms. He was arrested and imprisoned in Mastung in June 1930. He was fined Rs.12900 and sentenced for a year imprisonment (Naseer, 2010, p.449).

According to Farhan Hanif Siddiqui, “In that article, Magsi called upon the Baloch to let go of their petty conflicts and to unite as one nation. Magsi was arrested on the charge of provoking ‘rebellion in the Kalat State’ in June 1930” (Siddiqi, 2012, p.57). On 17th July 1930, a Jirga (An assembly of tribal elders)
was held in Kalat and it did not only punish him but also criticized the writing and declared Magsi a victim of the thoughts of the errant people. He was detained in his uncle’s (Sardar Rasool Bakhsh) house for a year (Marri, 2014, pp. 30-33).

**Shams Gardi (Tyranny of Shams)**

A pamphlet was produced by the *Anjuman* with the name of “*Shams Gardi*” (Tyranny of Shams) against the Prime Minster, Sir Shams Shah which brought an end to his power. (Baloch & Shah, 1999) it was published on 20th November 1931 consisting 64 pages (Marri, 2014, p.32).

In *Shams Gardi* the demand for the rights of compulsory education, rights of women, labors and farmers was made. It also demanded political reforms and unveiled the corruption of the Sir Shams Shah. The pamphlet proved to be so effective which eventually led to the resignations of the Prime Minister, Sir Shams Shah.

**Balochistan Ki Awaz (The voice of Balochistan)**

*Balochistan Ki Awaz* was pamphlet brought out by Magsi. Its aim was apprising the British Parliament of the socio-political conditions in Balochistan (Janmahmad, 1988, p.168).

Aziz Magsi also sponsored “*Azad*” a newspaper published from Lahore and its editorship was given to Mir Abdul Aziz Kurd (Baloch & Shah, 1999). When Mir Yousaf Aziz Magsi was released from prison in 1931, he formed the first organized political party, “*Anjuman-e-Itehad-e-Baloch-wa-Balochistan* (Organization for the Unity of Baloch and Balochistan). Many prominent Baloch personalities joined the party including, Mir Abdul Aziz Kurd, Muhammad Hussian Unqa, Abdul Kareem Shorish, Malik Faiz Muhammad Yousafzai, Mir Muhammad Azam Shahwani, Nasim Talvi and others (Dashti, 2012, p. 303).

In 1931, Mir Abdul Aziz Kurd was arrested and imprisoned for three years but the activities of the newly established party continued. The party published documents, pamphlets and newspapers under the leadership of Mir Yousaf Aziz Magsi (p.303).

Mir Yousaf Aziz Magsi wanted to get the rights of Baloch through political and democratic struggle. He knew how much important is attached to a newspaper for a political movement so he sponsored many newspapers during his struggle against the British rule i.e, *Al-Baloch, Tarjuman-e-Baloch, Azad* and *Itehad-e-Balochaan*. He sent Naseem Talvi, who was a school teacher, to Karachi for initiating a newspaper from there and with the support of
Muhammad Hussain Unqa they started a newspaper called “Balochistan Jadeed”. (Marri, 2014)

According to Khan Abdul Samad Khan Achakzai, “My dear friend Nawabzada Yousaf Ali Khan Magsi was affluent and sympathetic to his nation at the same time. He spent a lot on party activities and social work and also sponsored the newspapers of Punjab, including Zamindar and Inqilab. Nawab Magsi spent lot of money to support these newspaper as these were carrying voice of Baloch people throughout India which otherwise was almost impossible at that time. Then he started another newspaper, “Azad” from Lahore in the supervision of Maulana Abdul Baqi” (Marri, 2014, p. 41).

Abdul Aziz Kurd started writing political write-ups regularly for daily Azad Lahore. These articles criticized the policies of the British and wanted to reflect dawn of freedom to the people of Balochistan. In his articles Kurd appealed the nation to stand up for their rights, and raised the voice for the need of having elected members for the assembly in Kalat State (Marri, 2014, pp.41-42)

His writings and diction was so inspiring and moving that it is said that after reading one of his article, Jawahir Lal Nehru, “Does anybody know, from which University Mir Abdul Aziz Kurd graduated?” (Marri, 2014, p. 94) and he was amazed to learn that Aziz Kurd could not attained education beyond primary school.

On September 1932 Mir Abdul Aziz Kurd General Secretary of Anjuman-e-Ittehad-e- Balochan in an interview with Zamindar said, “I asked for free Balochistan apart from India and this happened not today but before twelve years in 1920. I told that we want a free constitutional government in Balochistan.”Because of his both journalistic and political activities, Mir Abdul Aziz Kurd was arrested in January 1934 and imprisoned for three years (94).

Muhammad Hussain Unqa was another leader and journalist who was against the British and struggled for the freedom of Balochistan through politics and journalism. He published a Balochi poem ‘Kadi Kayant Sharen Roch par maa’ (When will come our good days) and also appealed the Baloch to write in their mother tongue. He wrote:

True education can only be achieved through Zuban (mother tongue). It is important for this reason to publish and promote Balochi literature…we hope that other Baloch poets will deliver their Balochi poems to meet this important need. (as cited in Baluch, 1987, p.67)

Unqa spent 54 years of his life in politics from which ten years were of exile and twenty were of imprisonment. When he was out of prison he published
many newspapers. His seventeen newspapers were banned by the British government (Naghmana Tahir, 2006, p.178). When ‘Al-Baloch’ was banned he started ‘Balochistan Jadeed’, when it was banned he initiated ‘Young Balochistan’ after the ban of ‘Young Balochistan’ he published ‘Haqueeqat-e-Aftab’, ‘Kalamat ul Haq’ and then ‘Nijat’. According to Dr. Shah Muhammad Marri, (2014) from 1933 to 1937, within a short span of four years, his nine newspapers were banned.

_Balochistan Jadeed_’s first issue appeared on 1st March 1934 from Karachi as a weekly. Peer Bakhsh Naseem was its editor and M. Hussain Unqa was the assistant editor. It was the national newspaper of the Balochistan for which the Baloch awaited long. In its first editorial it thanked the Indian press for publishing the political opinions of Balochistan (Naseem & Unqa, 1934, March). Soon after _Balochistan Jadeed_ became the voice of the Baloch.

**Conclusion**

The Baloch intellectuals right from the day first of their political struggle against the British rule realize day first the power of press even in late 1920s. They started various newspapers to voice the demands of the Baloch and work for an independent Balochistan (Janmahmad, 1989, p. 179). Whenever a newspaper was banned or closed down by the British government it was replaced by another. Abdul Aziz Kurd’s seventeen newspapers and Mir Yousaf Aziz Magsi’ not only supported newspapers but also kept patronizing all such efforts. These leaders and journalists were arrested and detained but when were released, they started publishing newspapers and wrote against the British domination. “Shams Gardi” (Tyranny of Shams) pamphlet by Yousaf Aziz Magsi and Abdul Aziz Kurd, against the Prime Minster, Sir Shams Shah brought an end to his power. Thus the press played an important role in Baloch Resistance Movement against the British in nineteen twenties and thirties.
References


Importance of cooperative learning as an effective teaching strategy; a theoretical study

Dr Tasneem Sadiq

Abstract

In current situation and from the last several decades, instructors have executed cooperative learning strategy trying to push up the student’s achievement and increase their capacities. Cooperative learning strategies have an exploration based procedure which is fundamental for teachers. Educators are confronted with a wide range of choices while picking a particular helpful learning strategy. As teachers combine helpful learning techniques into the classroom, qualities, for example, positive reliance, singular responsibility, up close and personal collaboration, social abilities, and gathering preparing must likewise be considered. Cooperative learning methods have likewise been appeared to expand the student motivation and maintenance of the learning material. While, more research should be done, cooperative learning techniques can positively affect the classroom.

Key words: cooperative learning, effective, teaching strategy.

Introduction

Definition of Cooperative learning

Cooperative Learning is children learning together in groups, which are structured so that group members have to cooperate to succeed (2). According to Johnson & Johnson the way we teach and learn in modern educational environments has been transformed through the advent of cooperative learning. Different researchers have different definitions of cooperative learning. For example, Johnson and Johnson (1990c) define cooperative learning as “the instructional use of small groups so that student’s work together to maximize their own and one another’s learning” (p.69). According to Sharan cooperative learning is a group-centered and student-centered approach for classroom teaching and learning, and he refers to cooperative learning as “instructional methods in which teachers organize students into small groups, which then work together to help one another learn academic content” (p.344).

1 HOD TED, Federal Urdu University of Arts, Science & Technology.
The process of education is running from thousands of years, and its play a significant role to build healthy nation. Teaching is a very noble profession and that is an art of delivering knowledge. So it’s very important for those people who work in this field to know about the psychology of their students and also know about the different techniques of teachings, because teaching is a very complicated task and it’s not a cup of tea for anybody. It is important for a teacher to always try to make his lesson interesting. For this to happen, they must be in a position to plan his lessons in different ways, from the regular pattern. Cooperative learning is one of the two ways of organizing the learning environment of a classroom, the other being competitive. In cooperative learning environment, the goals of divide in peer become so linked that there is a positive correlation between them; on the contrary, in a competitive conservative environment, the goals of the students are so linked that there is a negative correlation between their goal attainments (Johnson & Johnson, 1994).

Objective: To examine the different theories and perspectives of cooperative learning as an effective teaching strategy.

**Basic Elements of Cooperative learning**

leading helpful learning does not imply that we basically let understudies sit by each other at a similar work area and request that they do their own particular assignments (Gillies, 2003). Johnson and Johnson (1998) guarantee that "putting individuals in a similar room, seating them together, revealing to them that they are an agreeable gathering, and encouraging them to 'participate', does not make them a helpful gathering" (p.15). Cooperative learning condition will exist if gatherings are organized such that gathering part's co-ordinate exercises to encourage each other's learning (Ballantine and Larres, 2007). Keeping in mind the end goal to connect with students in learning, five components: positive interdependence, face-to-face
interaction, individual accountability, interpersonal & social skills, and group processing.

**Positive Interdependence**
Positive interdependence is the first fundamental element of cooperative learning. According to Johnson & Johnson if students are divided into groups without positive interdependence where learning situations are not cooperative. In cooperative learning situation, Positive interdependence means that, students must work together as a cohesive group to achieve shared learning goals (Yager, 2000; Jensen, Moore & Hatch, 2002). In the process of learning, students should be responsible for their own learning and for the success of other group members’ learning (Slavin, 2011). As it were, students are ensuring that different individuals in their gathering complete the tasks and attain the intellectual outcomes.

**Face-to-face promotive interaction**
The second and most important element of cooperative learning is face-to-face promotive interaction. Positive association brings about give-and-take cooperation among people, which advances each gathering part's efficiency and accomplishment. Promotive collaboration happens as people energize and encourage each other's endeavors to achieve the gathering's objectives. In cooperative learning gatherings, students play vital role to collaborate verbally with each other on learning assignments (Johnson and Johnson, 2008). As a major aspect of the helpful learning condition, students are required to connect verbally with each other on learning errands (Johnson and Johnson, 2008), trade assessments, clarify things, show others and present their comprehension (Ballantine and Larres, 2007). The nature of communication relies on upon the gathering size, and recurrence of student’s collaboration on their learning undertakings (Johnson and Johnson, 1989).

**Individual accountability**
Individual accountability is the third essential element of cooperative learning. Individual responsibility means that students ask for assistance, do their best work, present their ideas, learn as much as possible, take their tasks seriously, help the group operate well, and take care of one another (Johnson, 2009). Positive affiliation is seen to make "commitment propels" that extension the individual duty of social occasion people for accomplishing shared work and empowering other get-together people's work (Johnson and Johnson, 2008). Singular responsibility is considered as how much the accomplishment of the gathering is reliant on the individual learning of all gathering individuals. At the point when aggregate responsibility and individual responsibility exist in
the gathering, the duty strengths increment (Johnson and Johnson, 2008). Aggregate responsibility exists when the general execution of the gathering is evaluated and the outcomes are offered back to all gathering individuals to look at against a standard of execution.

**Interpersonal and social skills**

Interpersonal and social skills are the fourth essential element of cooperative learning. According to Johnson & Johnson students do not work efficiently in a pre arranged group if they socially untrained. Cooperative learning, contrasted and individualistic or aggressive learning is more intricate on the grounds that it obliges students to take part in learning undertakings and cooperate (Johnson and Johnson, 1990b; Ballantine and Larres, 2007). Relational and social abilities can be shown utilizing procedures, for example, pretending, and displaying in gathering exercises (Slavin, 2011). To facilitate endeavors to accomplish shared objectives, members should: (a) get to know and trust each other; (b) communicate accurately and unambiguously; (c) accept and support each other; and (d) resolve conflicts constructively (Johnson & Johnson, 2009).

**Group processing**

Group processing is the fifth important element of cooperative learning. Johnson and others are defined the “Group processing” as reflection on a group session to help students: (1) describe what peer actions were helpful and unhelpful; and (2) make decisions about what actions to continue or change (Johnson et al., 1994, p.33). Gather preparing enhances the adequacy of the individuals in adding to the common endeavors to accomplish the gathering's objectives through reflection on the learning procedure (Yamarik, 2007). As such, the motivation behind gathering handling is to clear up and enhance the adequacy of the individuals in adding to the joint endeavors to accomplish the gathering's objectives. There are two levels of preparing: little gathering and entire class. At the level of little gathering preparing, educators ought to dispense some time toward the finish of each class for helpful gatherings to process how successfully individuals cooperated. Such group processing: (i) enables cooperative groups to maintain good relationships among group members; (ii) facilitates cooperative skills of group members; (iii) examines the group’s tasks and gives students feedback on their participation; (iv) examines students’ knowledge on their own learning parts; and (v) celebrates the success of the small group, and reinforces group members’ positive behaviors (Johnson et al., 1994, p.33).

Some exploration examines guarantee that gathering handling in helpful learning bunches has numerous beneficial outcomes. For instance, in an
examination of: (an) cooperative learning with gathering handling; (b) helpful learning with no gathering preparing; and (c) individualistic learning, Yager, Johnson, Johnson, and Snider (1986) show that the members in helpful gatherings with gathering handling accomplished higher on scholastic accomplishment, and maintenance measures than did the members encountering the other two conditions. In outline, if these fundamental components of helpful learning are incorporated into agreeable learning gatherings, understudies accomplish better, exhibit unrivaled learning aptitudes (Johnson & Johnson, 2008) also, encounter more positive connections among gathering individuals, and amongst students and the educator, and more positive confidence and states of mind toward the branch of knowledge (Slavin, 2011). Once these five components are organized in cooperative settings, the parts of the educator and students will be changed astoundingly. The educator moves toward becoming not the "sage on the stage", but rather "the guide as an afterthought" (Johnson et al., 1994). Students focused learning approaches like cooperative learning are displayed by Hassard (1990) as takes after:

[It] requires a conscious move of point of view with respect to the instructor, far from dictator and toward coordination of cooperative activities and the help of direction. Teachers who have joined this hypothesis into their classrooms arrange the understudies' activities and are managers in securing and making particularly created, aggregate arranged errands (p.ix).

**Theoretical perspectives underlying cooperative learning**
Social interdependence theory
The social relationship hypothesis is pertinent when every individual's objectives are proficiently affected by the activities of others (Johnson and Johnson, 2005). This perspective holds that understudies help each other learn in light of the fact that they consider the social affair and its people, and come to get self-identity benefits by get-together cooperation (Slavin, 2011). A solid relationship has been found between helpful learning and the social reliance hypothesis (Johnson &Johnson, 2005). Deutsch (1949) built up Levin's social reliance hypothesis by examining the connection between the objectives of at least two people. According to Deutsch (1949), social affiliation may be both positive and negative. It may make sure when individuals work accommodatingly to accomplish their basic destinations, and it may be cynical when individuals fight to claim who fulfilled the goals.

Cognitive perspective
Psychological hypothesis investigates how the way toward considering and learning happens by considering within the human personality. Subjective points of view held by scientists are that common association between students with "the mental handling of the data as opposed to with inspirations" (Slavin, 1996, p.48) will enhance understudies' scholastic accomplishment. The two points of view: subjective improvement and elaboration are talked about beneath to extensively analyze their consequences for students learning.

Cognitive developmental perspective
Piaget and Vygotsky arouse the work on perspective of cognitive development in 1926 & 1978. A fundamental presumption of the subjective improvement point of view driven by their speculations, together with those of their associates, is that proportional cooperation among kids around appropriate scholarly assignments makes development in the information of ideas and basic abilities (Slavin, 2011). Vygotsky's idea of the Zone of Proximal Development (ZPD) is significant to learning. Such learning occurs through collaboration with each other in the ZPD. Vygotsky stresses the significance of helpful exercises and contends that the advancement of kids is advanced by agreeable exercises. In his view, agreeable exercises among youngsters advances development since offspring of a similar age work in each other's ZPD and model practices, which is more compelling than kids working exclusively (Slavin, 2011). Vygotsky (1978) contends that "capacities are first framed in the group as relations among youngsters and
afterward wind up noticeably mental capacities for the individual… Research demonstrates that reflection is brought forth from contention" (p.47) to push the significance of the part of social communication, Vygotsky (1978) claims that "singular learners initially learn through individual to individual social association and after that information is separately disguised" (p.84). In customary classes, these conditions once in a while exist in light of the fact that there is minimal proportional cooperation between understudies. Vygotsky's thought makes a strong reason for current patterns in the act of instructing and learning. Vygotsky(1978) contends that "capacities are first framed in the group as relations among youngsters and afterward wind up noticeably mental capacities for the individual… Research demonstrates that reflection is brought forth from contention" (Beck & Chizhik, 2008). Piaget (1926) bolsters the subjective formative point of view, and contends that information, values, directions, ethics and frameworks of images may just be adapted successfully through communication among members. On the off chance that Vygotsky's hypothesis considers that taking in and its outcomes happen from social cooperation, and all add to subjective advancement, Piaget's hypothesis considers that intellectual improvement happens from social collaboration, and all add to learning and its outcomes. As indicated by Piaget the contribution and support of learners in the learning and thinking process. Piaget (1926) claims that instructors need to survey learners' present level of subjective qualities and shortcomings with a specific end goal to apply proper educating approaches. During the time spent social association in learning, understudies can build up some vital right hand learning aptitudes as "a by-result of agreeable exertion" (Damon, 1984, p.334). Damon (1984) bolsters the perspective of psychological advancement, and proposes a hypothetical worldview which joins the viewpoints of Piaget and Vygotsky into companion co-operation, which clarifies why agreeable learning can enhance understudy learning and accomplishment. This worldview proposes "an instructive program in light of companion work" that can occur in agreeable learning exercises with the accompanying results:

1) They uncover deficient or unseemly thinking, which brings about disequilibrium than can prompt better understanding.
2) Through common criticism and level headed discussion, peers rouse each other to surrender misguided judgments and look for better arrangements.

3) The experience of associate correspondence can help youngster social procedures, for example, investment and argumentation, and psychological procedures, for example, check and feedback.

4) Collaboration between associates can give a discussion to revelation learning and can energize inventive considering.

5) Peer cooperation can acquaint kids with the way toward creating thoughts. (Damon, 1984, p.335).

**Social learning theory**

The social learning hypothesis, first presented by Albert Bandura in 1971, spans behavioral and psychological learning theories by considering how imitable practices are influenced by intellectual builds, for example, consideration, maintenance, creation and inspiration. Bandura (1977), the noticeable scholar of social learning hypothesis, quickly outlined that much learning happens by watching, displaying and copying models. The significant introduce of social learning hypothesis is that learners can enhance their insight and maintenance by watching and displaying the coveted practices, states of mind and responses of others, and that human manners of thinking are vital to understanding identity (Schunk, 2007). Bandura (1977) contends that "conduct is found out typically through the focal handling of reaction data before it is performed" (p.30). He additionally expresses that "most human conduct is found out observationally through demonstrating" and that from "watching others one structures a thought of how new practices are performed, and on later events this coded data fills in as a guide for activity" (p.22). To make the new conduct, learners will shape a thought by watching a generation of the coveted conduct.
Constructivist learning theory

Bandura (1977) battles that "lead is discovered ordinarily through the central treatment of response information before it is performed" (p. 30). He furthermore communicates that "most human direct is discovered observationally through illustrating" and that from "watching others one structures an idea of how new practices are performed, and on later occasions this coded information fills in as a guide for action" (p. 22). To make the new direct, learners will shape an idea by viewing an era of the desired lead. He trusts that information is not accomplished or allowed by learners, but rather developed through their cooperation with nature, to make their own significant learning. Constructivist advocates trust that "learners are dynamic living beings looking for signifying" (Driscoll, 2000, p. 376). In the constructivist learning condition, understudies must be dynamic, social and imaginative people (Phillips, 1995) in light of the fact that they are considered constructors of information, not uninolved collectors of learning (Glaserfeld, 1989). Almala (2005) suggests that understudies are empowered to "utilize information in a wide range of settings to make the learning itself as genuine as could be expected under the circumstances" (p. 10). Moreover, instructors are urged to assume the part of facilitators of understudy learning in the constructivist learning condition as opposed to gadgets of information as in the customary learning condition (Almala, 2005).

Conclusion

An examination of theoretical viewpoints demonstrates that all give rational, sensible and commonsense support for the prevalence of cooperative learning. Each of these points of view adds to an understanding of helpful learning regarding enhancing scholastic, social and mental angles. These points of view are measured the fundamental theoretical establishment for the utilization of cooperative learning in the classrooms since they adjust each other to keep up the adequacy of helpful learning. Subsequently of this audit, these theoretical points of view highlight the vital part of shared communication among members in building learning. This conveys to the way of cooperative learning, in which students are important to connect together on learning errands to pick up a mutual objective. From such hypothetical viewpoints, students in the cooperative learning bunch take in more since they were dynamic operators in
building their own particular information through communication with their peers in gatherings and with their educators.

References


Cyber Bullying: Prevalence, Consequences, and its Impact on Psychological Well-being among University Students, Quetta Balochistan

Nargis Gul\(^1\) & Dr. Muhammad Azam Tahir\(^2\)

Abstract

The usage of technology has increased over the last few years. Cyber bullying is becoming more popular among youth. The purpose of this research was to see the prevalence, consequences and its impact on psychological well-being among university students of Quetta, Balochistan. The research was carried out in different universities of Quetta including University of Balochistan, SBK and BUITEMS, with a sample of 178 students, boys and girls. Non-probability convenience sampling technique was used to collect data. Cyber Bullying Victimization Questionnaire (Gull and Hanif, 2013) was used to collect data. The other variables like gender, age, qualification and status were also considered. Students, mostly, bullied through mobile phone by sending messages. One way ANOVA and t-test was used to check the hypotheses. The results show that cyber bullying prevalence and its impact on psychological well-being were higher among female as compared to male respondents. This research study also shows that the students who belong to high class status were mostly involved in cyber bullying as compare to low and middle class.

Keywords: Cyber Bullying Prevalence, Cyber Bullying Consequences, Impact of Bullying, Psychological Well-being.

Introduction and Review of Literature

Bullying has been a burning issue for the educators over the last period of time (Chibbaro, 2007 & Crawford, 2002). Bullying was not really a serious issue before 1970s, however psychologist first researched on bullying and bullying became an international problem. Bullying has been measured as a source of great emotional harm on individual. Researchers suggested many forms of

---

\(^1\) M. Phil Scholar, Department of Psychology, University of Balochistan, Quetta, Pakistan – 87300 – email: ngul_85@yahoo.com

\(^2\) Professor, Department of Psychology, University of Balochistan, Pakistan – 87300 - e-mail: drazamtahir@hotmail.com
bullying discussed below (Anderson & Sturm, 2007). There are many types of bullying and cyber bullying.

**Direct Bullying**

Obvious practices which are recognizable and regularly demonstrated verbally or physically, comprise of kicking, hitting, prodding, or ridiculing (Karstadt, Wolke & Woods, 2000). Indirect Bullying is Type of harassing that is difficult to recognize. It incorporates actions like or influencing individuals to dislike another individual, excluding others intentionally or contagious gossipy tidbits with the purpose of harming one's notoriety. (Grotpete & Kink, 1995). Physical Bullying is Punting, slapping, hitting or harming possessions coordinated toward an individual (Smith & Kristensen, 2003). Social Bullying is The perceptible activity of a harasser to provoke associates to square focused on people, in this way detached from social associations (Grotpete & Crick, 1995). Verbal Bullying is Sort of harassing that comprise of disturbing focused towards people and use of verbal dangers (Bauman & Del Rio, 2006).

**Cyber bullying**

Cyber bullying has become an important and serious issue because most of the youth are involved in such kind of bullying, which is really causing harm to the bullied and targeted people. Cyber bullying is any conduct act over digital or advanced media by people or gatherings that over and over conveys threatening and forceful messages proposed to exact damage or uneasiness others (Tokunga, 2010); digital bullying is a conduct that communicating animosity (Olweus, 1999). As regards types of cyber bullying.

**Flaming**

Flaming has to do with one person sending common, rough and cheap massages to another person either secretly or to a connected public, where they can read the massages that have been sent (Willard, 2004; Bauman, 2007; & Hinduja & Patchin, 2009). Harassment: Harassment has to do with a redone behavior of persistently sending the cheap messages to a person. In this form of bullying messages are repeatedly send to harass someone online through electronic media (Willard, 2004; Bauman, 2007; & Hinduja & Patchin, 2009). Denigration: Denigration has to do with put downs, where a person sends out damaging and false knowledge about another person in order to put out on top with violent tendencies current statements open to doubt about them (Willard, 2004; Bauman, 2007; Hinduja & Patchin, 2009). Masquerade: Masquerade has to do with a person purposely bluffing making seem to be someone else and posting and sending notes about another person to make them have a feel confused in front of their audience (Willard, 2004; Bauman, 2007; & Hinduja
& Patchin, 2009). Outing: Outing and tricking have to do with a person using tricks to seek personal and sensitive knowledge about another person to make them public by posting and sending information online (Willard, 2004; Bauman, 2007; & Hinduja & Patchin, 2009). Exclusion: Exclusion a keeping out makes necessary actions from one to purposely keep another person out of a connected group (Willard, 2004; Bauman, 2007; & Hinduja & Patchin, 2009). Cyber stalking: Cyber-stalking using electronic communication to stalk another person by sending repeating threatening communications. (Willard, 2004; Bauman, 2007; & Hinduja & Patchin, 2009). Happy slapping: Happy slapping refers to physical assault to someone or stranger in a form of a group and sharing the videos of that event on internet. Happy slapping starts a war of social disturbance, suspicion and fear (Willard, 2004; Willard 2007; Bauman, 2007; & Hinduja & Patchin, 2009).

Prevalence of cyber bullying

Raskauskas and Stoltz (2007) found out through a survey that one fourth adolescence was cyber bullies and half of them were victim. New technology and social media let the action of cyber persecution to happen easier, faster and more secret (e.g. cutting, and pasting messages) (Li, 2006). Studies have confirmed that 64 percent of students have believed that cyber persecution is possible to start at school, and then keep on at home by the same student (Cassidy, 2009). A Canadian study reported that half of teens knew someone being bullied, as well there was a convenient link between a bully and their victim. Slonje and Smith (2008), have proposed that, cyber persecution occurrence rates are increasing with the changing of various types of technology.

Impact/Consequences of Cyber bullying

Cyber bullying is especially harmful for students who are easily able to be harmed or influenced by depression and fear, and shockingly induced the killing of a student in Japan. Marshall (2005) and Feinberg (2009) argues that cyber persecution can have a severe painful influence on the emotional and academic functioning of a victim, and mostly learning conditions. A single example of persecution is related to made higher fear and stress (Juvonen, 2009). Dehue, Bolman and Völlink (2008) reported the emotional feelings of teenagers to cyber bullying. Particularly experience of bullying was the cause of an offend feelings of enmity in the victims (2.9%) distrust of peers (3.6%), disillusionment and (4.9%), not liking going to school and (10.3%), sadness.
Coping strategies to control cyber bullying

The Department of Justice in US (2005), give direction on digital qualities for understudies, guardians and instructors and discover government approach for advising electronic violations. Understudies ought to encourage not to title secret data, similar to secret code of their email with anybody keeping in mind that a parent. guardians, understudies, teachers, and law authorization associations ought to know that in case of online abuses, like, criminal hackers, on artists, predator’s identity thieves, cyber intimidation, stalkers, security and privacy problems, criminal hackers and financial fraud, about where to go for inform. The individuals who are harassed may mark statements utilized by specific individuals they notice (Schneier 2003).

Psychological well being

Psychological well-being is the mix of feeling great and working effectively and it is around lives functioning great. Cyber bullying effect the psychological wellbeing of students. It has been found that cyber-bullying is destructive for the sufferer because of psychological damage. They reported that the individuals who are victims of cyber-persecution are expected to have low self-respect, experience depression and anxiety, escape of school or school breakdown, become more warlike, commit suicide and enroll in school violent act (Beran and Li, 2005) & Ortega, Elipe & Mora-Merchan (2009). Research gives a picture of the valid academic and psychosocial results of cyber persecution. Students who were cyber bullied revealed anxiety, fear and feelings of sadness and fear, and lack of concentration which impressed their grades (Beran & Li, 2005).

Method

Research Design

The research is carried out through quantitative research method and the study analyzed the nature and impact of cyber bullying among university students.

Sample

Non-probability sampling convenience sampling technique was used to collect data from male and female university students. The students were taken from three universities of Quetta, University of Balochistan, SBK Women’s University and BUITEMS with sample of 150 students.

Material (Tool)

The questionnaire was used as a research tool to get information about the impact of cyber bullying among university students. The first Questionnaire Cyber bullying victimization Questionnaire (Gul & Hanif). (2013). There were
48 items in the questionnaire having three categories. The first category measures the victimization and prevalence of cyber bullying having response option yes or no. In second category, victimization experiences and frequencies of cyber bullying measure with response option from 1-2 times, once a week 2.few times a month3.almost every day4 and daily. In third category for respondent, how the behavior in question is bothersome, having response options none, some 1, very much 2. The second questionnaire of Psychological well-Being (The Warwick Edinburg Mental Well-Being Scale) There were 14 statements in the Questionnaire.

**Procedure**

The first Questionnaire Cyber bullying victimization Questionnaire (Gul&Hanif). (2013). And second questionnaire of Psychological well-Being mental Scale(The Warwick Edinburg Mental Well-Being Scale) was applied among university students with a sample of 178 males and females. The demographic information in questionnaire was received from participants. The researcher informed and explained the participants about the aim of this study. The data was collected from university students. SPSS was used to analyze the data and results were shown in the form of table.

**Results**

In the study, the total number of sample is 178. From overall sample 37.1 respondents are male and 62.9 respondents are female. According to their education the frequency distribution of overall sampling is graduation education respondents, 68.0 are and master level education respondents are 32.0. According to their socioeconomic status the frequency distribution of overall sampling is 1.1 belong to low class, 73.7 are middle class and 25.3 belong to high class. The overall results show that cyber bullying and psychological well-being were higher in female as compare to male, cyber bullying was higher in BS education level as compared to Master education level respondents and psychological well-being was higher in Master education level as compared to BS education level respondents. Additionally, cyber bullying was higher in high socioeconomic status respondents as compared to low and middle socioeconomic status respondents and psychological well-being was higher in low socioeconomic status respondents as compared to middle and high socioeconomic status.
Table 1
Frequency Distribution of Overall Sample (N=178)

<table>
<thead>
<tr>
<th>Respondent’s Characteristics</th>
<th>f(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>66(37.1)</td>
</tr>
<tr>
<td>Female</td>
<td>112(62.9)</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Bachelor Degree (BS)</td>
<td>121(68.0)</td>
</tr>
<tr>
<td>Master</td>
<td>57(32.0)</td>
</tr>
<tr>
<td>Socioeconomic Status</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>2(1.1)</td>
</tr>
<tr>
<td>Middle</td>
<td>131(73.6)</td>
</tr>
<tr>
<td>High</td>
<td>45(25.3)</td>
</tr>
</tbody>
</table>

Table 2
Cronbach’s Alpha and Descriptive Statistics of Age, Cyber Bullying and Psychological Well-Being (N=178)

<table>
<thead>
<tr>
<th>Variables</th>
<th>M(SD)</th>
<th>Range</th>
<th>Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>21.39(2.07)</td>
<td>17-30</td>
<td>-</td>
</tr>
<tr>
<td>Cyber Bullying</td>
<td>151.39(29.83)</td>
<td>113-232</td>
<td>.87</td>
</tr>
<tr>
<td>Psychological Well-Being</td>
<td>50.70(9.82)</td>
<td>21-66</td>
<td>.77</td>
</tr>
</tbody>
</table>

The results revealed that the scales Cyber Bullying and Psychological Well-Being were showed good range of Cronbach’s alpha for reliability and scale can be used in this research.

Table 3
Independent Sample t-test Used for Differences of Male and Female Population Sample for Cyber Bullying and Psychological Well-Being (N=178)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Male (n=66)</th>
<th>Female (n=112)</th>
<th>95%CI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Cyber Bullying</td>
<td>151.30</td>
<td>28.16</td>
<td>151.45</td>
</tr>
<tr>
<td>Psychological Well-Being</td>
<td>48.53</td>
<td>10.65</td>
<td>51.97</td>
</tr>
</tbody>
</table>

Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit, * p < .05

The results revealed that gender played a significant role of difference in psychological well-being. While, cyber bullying and psychological well-being were higher in female as compared to male respondents.

Table 4
Independent Sample t-test Used for Differences of BS and Master Education Level Population Sample for Cyber Bullying and Psychological Well-Being (N=178)
<table>
<thead>
<tr>
<th>Variable</th>
<th>BS (n = 121)</th>
<th>Master (n= 57)</th>
<th>95%CI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Cyber Bullying</td>
<td>154.24</td>
<td>31.57</td>
<td>145.35</td>
</tr>
<tr>
<td>Psychological Well-Being</td>
<td>50.21</td>
<td>10.54</td>
<td>51.74</td>
</tr>
</tbody>
</table>

*Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit*

The results revealed that education played a non-significant role of difference in cyber bullying and psychological well-being. While, cyber bullying was higher in BS education level as compared to Master education level respondents. Further, While, psychological well-being was higher in Master education level as compared to BS education level respondents.

Table 5 One way ANOVA Used for Differences for Socioeconomic Status in Cyber Bullying and Psychological Well-Being (N=178)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Low (n=2)</th>
<th>Middle (n=131)</th>
<th>High (n=45)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
</tr>
<tr>
<td>Cyber Bullying</td>
<td>122.50</td>
<td>.71</td>
<td>149.05</td>
</tr>
<tr>
<td>Psychological Well-Being</td>
<td>51.50</td>
<td>6.36</td>
<td>50.89</td>
</tr>
</tbody>
</table>

*p < .05

The results revealed that socioeconomic status played a significant role of difference in cyber bullying. While, cyber bullying was higher in high socioeconomic status respondents as compared to low and middle socioeconomic status respondents. Additionally, psychological well-being was higher in low socioeconomic status respondents as compared to middle and high socioeconomic status respondents.

Discussion

Internet has turned into the most prevalent correspondence channels among university. Youthful grown-up and understudies of universities has turned out to be most clients of the innovation and adjusting new advances each day. Web has many positive and negative use yet it depends on a person that how they use them. The purpose of the present study was to identify the youth (male, female) who are involved in cyber bullying and to view the cyber bullying prevalence, consequences and its impact on psychological well-being among university students. The study also explores the difference of the male and female respondent according to age, gender, education and socioeconomic status.

Today's youngsters have developed in a world that is altogether different from that of generally grown-ups. Numerous youngsters encounter the web and cell phones as a positive, profitable and imaginative piece of their exercises and improvement of their personalities; dependably on and dependably there. Most
importantly, data correspondence innovations bolster social movement that permits youngsters to feel associated with their companions. Shockingly, advancements are likewise utilized adversely. Cyber bullying is any harassing done using through innovative ways. This type of tormenting can without much of a stretch goes undetected due to absence of parental guidance. It is the most anonymous type of tormenting, because spooks can act like another person, Cyber bullying incorporates, however is not constrained to, manhandle utilizing texting, email content informing, sites, person to person communication locales, and so forth. With the making of interpersonal organizations such as Twitter, Facebook and MySpace, cyber bullying has expanded the digital harassing keeps depressive impact on understudies from exceeding expectations in their academic performance (Lauren, 2011).

Conclusion
All in all, cyber bullying includes harming another person utilizing data and correspondence advancements. Cyber bullying includes posting basic remarks on a long range informal communication website, posting humiliating pictures, or debilitating/alarming somebody electronically. Shockingly, cyber bullying conduct has come to be acknowledged and expected among teenagers. Notwithstanding the physical and verbal tormenting that may occur at universities, digital harassing through bugging instant messages and deprecatory posts on adults’ Face book or Twitter records is presently typical. Despite the fact that it may not occur face to face, the passionate and mental impacts of digital tormenting are similarly as damaging. The result of the study shows that there were significant difference in education and socioeconomic status in the prevalence of cyber bullying and psychological well being. The study also reported gender differences that girls are more revealed to cyber bullying than boys. The study obtained the better understanding of cyber bullying and suggestions for further research are made.

References


Gul & Hanif. (2013) Cyber bullying victimization Questionnaire


http://cyberbully.org.com


Tokunaga, R. S. (2010). Following you home from school: A critical review and synthesis of research on cyber bullying victimization. Computers in Human


Method of medicine taking used by psychiatric patients
A Case Study of Self Medication by Patients at Quetta District

Asma Shah Bukhsh¹, Dr. Alam Tareen²

Abstract

To a practice discussed to as subway system self medication repetition of self drug management in is well known in the doings of psychiatrically disorder. In this article, the substantive literature on medication compliance in psychological with an emphasis on empirical studies that (1) identify current or predictive correlates of adherence and noncompliance and (2) assess interventions targeted to improve adherence. These findings provide an empirical basis for the differential diagnosis and understanding of noncompliance within the presented modified health belief or health decision model. Clinical correlates of compliance that have been studied include patient sociodemographic features; illness characteristics; medication features, including side effects and route and frequency of administration; family and social support; and treatment system characteristics, including quality of the physician–patient relationship. Interventions studied include reinforcement, education, skills training, and memory enhancement. The role of psychodynamic factors in medication compliance is also discussed.

Keywords: Covert medication, Secret self-prescribing, informed Agreement of self medication, Extra Decision-Make of self-diagnosis, Fitness.

1. Introduction

Drugs of abuse – self medications, cocaine, heroin and nicotine about they lead to addiction. Studies of the learning systems concerned are addressing the causes of addiction, with the intent of developing better treatments. Psychiatrist’s affected role are classically habit of medication those are missing psychiatric treatment in their repetitive changes.

¹ M.Phil Scholar, University of Balochistan, Quetta, Pakistan asma.dia.dia@gmail.com
² Assistant Prof. Sociology department, University of Balochistan, Quetta, Pakistan tareenal@yahoocom
prevalence of and risk factors for medication non-adherence in patients factors most consistently associated with non-adherence included poor insight, negative attitude or subjective response toward medication, previous non-adherence, substance abuse, shorter illness duration, inadequate discharge planning or aftercare environment, and poorer therapeutic alliance. Psychological function of this neural system is to attribute ‘incentive salience’ to the perception and mental representation of events associated with activation of the system. Incentive salience is a psychological process that transforms the perception of stimuli, imbuing them with salience, making them attractive, ‘wanted’, incentive stimuli.

Health care professionals are to facilitate patient involvement in decisions about medicines it is helpful and necessary to understand how patients approach the taking of medicines, in particular the on-going appraisal of medicines that continues after a consultation. Investigation into why patients do not take medicines as prescribed indicates that the decision to take medicines and the continuing taking of medicines should be considered as a complex behaviour.

Psychiatrist’s patients are classically habit of medication those are missing psychiatrists treatment in their repetitive develops. The psychiatrist’s patients are to habit of numerous self prescriptions medicines and they rise added than repetitive for loss of their condition but actuality is oppositional. The great numeral of psychiatrist’s patients surveys the psychiatrist’s instructions and they habit self prescriptions medicines by their identifiable characters. Various of the recent problems self medication in this range have come to community attention because of two crucial developments in medical principles and the collective position given to approval for self-rule about medication. Self medication of the parents authority of the judges it allowable an agreement or reject treatment on behalf of an otherwise to employ a career with such powers.

Of 200 surveyed psychiatrists patients, self-medicate. Of these, stated that they commonly self-medicate due to suffering psychological from bright symptoms, such as headaches Depression ,anxiety , stress, sleepless, phobia, eating disorder, suicide behaviour , self harm behaviour, feels physical weakness, feels pain, aggressive mood, unconscious, mood disorder, personality disorder, personal problems, social problems , economical problem, family relationship problems, jealous/envious, capriciousness/superstition, multiple personality, drug abusers, belief non adoverance, belief self medication, horrified dream seems at night, learning problems, challenging behaviour, addictive behaviour, adjustment to physical illness, Behavioural Disorders, Consumption Disorders, Emotional Complaint, Disposition Disorders, borderline personality disorder .behavioural problems,
not fulfil wishes, many other psychological problems, low confidence, delusional, disorder, organic disorder, schizoaffective disorder, psychotic disorder due to another medical condition, hypochondriasis, conversion disorder, panic disorder, specific phobia, obsessive compulsive disorder, dissociative disorder. Sleep-Wake Disorders, Somatic Indications and Correlated Disorders, medication Allied and Addictive Disorders, Acute stress disorder, Adjustment disorders, Post-traumatic stress disorder, Sensitive attachment disorder, Reactive attachment disorder, Developmental delay, Communication disorder ,Language disorder, Generalize anxiety disorder, Agoraphobia, Social anxiety disorder ,Fears, Anxiety, Leave-taking anxiety disorder. Definitely that they normally self-medicate due to suffering psychological from positive symptoms.

Psychological illnesses are designs of behavioural plus emotional signs that effect man extents of life. These complaints suffering for the person self prescribed medication feeling these signs. This angle of psychological disorders reflects many habits of medicines taking of the changes between the previous issue of the psychological and the most recent type.

1.1 Reactive attachment disorder

Psychiatrist’s patients affected roles of Eating disorders are having self medication characterized by fixated anxieties with heaviness and unsettled eating aim that harmfully impact physical and psychological health. Types of eating disorders patient’s use of medicine picking include.

Psychological patients are characterized by self-diagnosis prescribed medication in drug in mode as well as ups and downs in activity and drive stages. The Psychological patients involve experiencing shifts between elevated self medications of depression. Compared to the previous issue of the self medication the criteria for and include an increased focus on ups and downs in drive stages and action as well as changes in mood. Prevalent method of self medication as by psychiatrist patients are those that are characterized by extreme and abnormal fear, worry, and connected behavioural confusions. Fear involves an emotional response to a risk on self-diagnosis whether that threat is real or seeming. Anxiousness involves the looking forward that an upcoming threat may rise.

These were before considered Stressor-related patients involve the exposure to much type of antibiotics and drug a stressful event. Sleep disorders patients related to other psychological objections as well as sleep disorders related to general self-diagnosis medication. The previous issue of the provides more stress on habits of medicines taking situations for each of the sleep-wake disorders self-determining and acknowledges the self-diagnosis prescribed
medication and communicating belonging among sleep disorders and drugs and mental complaints.

1.2 National phenomena of self medication

A sample of 18,849 respondents from the 2001 National Household Survey on Medication Abuse and the 2002 National Survey on Medication Use and Health. Issues were between the ages of 18 and 65 years and had least one past year mental disorder sign and no past year medication dependence. Medication use differs with past year unmet need for mental health upkeep and mental health care use in habits reliable with the self-medication theory. Results submit that timely showing and action of mental health problems may check the increase of medication use disorders among those with psychological disorders. More investigation should classify subcategories of persons for whom judicious and suitable mental health treatment would prevent the development of medication use disorders. (Edlund, 2005).

Unalike self medications for of their organic buildings can move the form in changed habits. In element several habits of medicine taking dismiss level modification a patient’s body plus mind in behaviours that previous short later the patients has moving habits of medicine taking possibly level always. Dependent on medicine it can arrive the patient’s form in a total of habits. Habits of medicine taking right or secondarily goal the minds return structure by overflowing the path Self medication current in sections of the mind that control drive reaction thought and moods of desire. While first habits of medicine taking habit might be volunteer looking for and usage reward system. (Ron D. Hays, | January 1995).

The wellbeing of beneath psychiatrist’s patients remains important not lone near the psychiatrist’s patients nonetheless besides happening. The direction of the total psychiatrist’s patients of the government plus private hospital psychiatrists wards the frequently cured ailment expending habits of self medication among psychiatrist’s patients. Trendy the psychiatrist’s wards up to the minute addition private hospital include infection psychological disorders besides front soreness. (Arène D. Speelman, 16 August 2011).

Psychological disorders practising psychological before Regardless of the occurrence of this exercise there exist lack of nonfiction going scheduled the opportunity of habits of self prescription sensation in place of underneath the usage of self prescription aimed at management of disorders taking place behalf of under stays whatever this revision commonness of psychology disorder among a psychiatrists patients. (Everett H. Ellinwood, May 31, 1977).
Inhabitants be located of Expanse theatres a spirited character popular the use of habits of medicine taking among a psychiatrists patients demonstrations yet that complainants be situated extra common users of habits of medicine taking more lessons motivation be necessary to resolution this inconsistency. Then painkillers remained the record usually used discussion of medicines which is parallel to discoveries in the collected everything In rising psychiatrists patients are generally shifted medicines in with forgoing outcomes results show that stayed commonly used for habits of self prescription besides were mostly obtained scheduled prescription. (Elizabeth A. Renner ND, March 1992).

Moreover the habits of medicine taking among psychiatrists patients remained prepared on patient’s procurement prescriptions from medicine stores building the situation testing to parallel without our outcomes Payable just before the opposite outlines and psychiatrists patients characteristics of the patients willful, the situation existed trying near associate the outcomes the accused taken occupied certain procedure of habits of medicine taking among psychiatrists patients throughout the past months. (REDMAN, 25 April 2007).

Happening foregoing learning the frequency of habits of medicine taking mixed commonly after near Reasons inducing habits of medicine taking consist of psychiatrist’s patient approval through the government plus private hospital psychiatrist’s wards. Provider fee of the preparations hospitals glassy socioeconomic aspects stage and sex Declined the government and private hospital charge might stand a chief motive in rising psychiatrists wards Exchanges among prescriptions treatments then the medicines taking among a psychiatrists patients stands an significant possibility cause of which psychiatrists wards. A larger part of government plus privet hospital’s psychiatrists wards accused besides accused matured under the period of 45 ages procured habits of medicine taking throughout the previous month period. (Chloe Foster, 19 April 2007).

In government AND private hospital psychiatrists wards are as well used for habits of self medication psychiatrists patients taking medicines are start in the around. There are too social aspects happening production then the accused taken been trained into a psychiatrists wards remained habits of medicine taking would must be situated knowledgeable since an initial time. A lot of accused whereas allowing the rule of recent habits of medicine taking measured medicine mixtures the added suitable action of the root of psychological disorder psychological patients in the psychiatrists wards controlled learning of habits of medicine taking therapies for mutual psychological . (Dance & Neufeld, Sep 1988).
1.3 Economics associations psychologically

The behavioural social economics associations psychologically plus economically to explore psychological clients really behaviour as different to just how they would behave if they psychiatrists prescriptions medicine perfectly normal as in the logic of exploiting their medicines. Situated slightly interested and requested more about this psychiatrists prescribed treatment this treatment was provided very high discharged psychiatrists doctor who sees many patients a day. From psychiatrists medical bills come to be to learn many things about staying in a private hospital. (John W. Lynch, December 25, 1997).

Due to they are leaving the psychiatrists prescription medicine because these medicine are high range. Although early usages motivated on psychiatrists prescriptions clients medicine behaviours such for instance clearing up psychological clients medicines to but amply for leaving the psychiatrists medications motivated more and more addicted for the medicine high price pay of explaining economically behaviours as well as the design of self prescription lifestyles plus self medications such as psychological problems loss and psychiatrists prescription. (Kevin G. Volpp, February 12, 2009).

1.4 Behaviour

A routine or habituated is a repetitive of activities that is continual habitually and be wont to arise a pattern since the outlook of attitude is a less or not as much of permanent method of intellectual extreme or end Habitual behaviours. Habitually drives overlooked in personnel showing it for somebody fixes not necessity to involve in personality inquiry when task predictable everyday jobs. Practises are from time to time essential the progression by which original deeds developed reflex is practise realisation.

From the past lifestyles are inflexible to opportunity plus original lifestyles are tough to practice since the behaviour designs we recap are fixed in for personally passageways then the state is likely to say Practise foundation is the practice by which a activities over and done with fixed reprise suits unconscious or characteristic. (S. Herring, December 2006).

This is exhibited as a proliferation in through numeral of reprises up to a method of outline realization can be gentle the classic stint for accomplices to extent the remained replication. The practise objective line or collaboration is guarded by the exact manner in which behaviours are knowledgeable and denoted in memorial. Explicitly the learning basic behaviours is categorised by the gentle accumulation of facts above while in ceremonial memorial. (L. Lecavalier, March 2006).
1.5 Addiction

A solid and hurtful want to repeatedly have a little such as a medicine or fix a touch such as chance An oddly excessive importance in a bit or a basic to fix or require somewhat. Driven basic for and habit of a routine creating stuff equally heroin medicine or whiskey categorized by open mindedness plus by fit clear functional signs upon removal mostly tenacious driven habit of a stuff recognized by the behavioural to be dangerous.

A dependent sort is a form whose meaning is governed by on an importance. A pair of numbers is a sort a double act of numeral place another is superior to the main is soon need of sort since of the need on the importance. It is an covering cut of sort to category organisms in need of sorts are reach deal to express in data base judgment's alike used for very and there occurs. (Wilkinsona, 1990).

1.6 Self medication among psychiatrist’s patients

The frequently cured ailment expending habits of self medication among psychiatrists patients trendy the psychiatrists wards up to the minute addition private hospital includes infection psychological disorders besides front soreness The growing stage psychiatrists wards besides psychiatrists privates hospital of openness near medicine so making selections designed aimed at the situation waste unpaid forward looking the direction habits of self prescription.

First using habits of medicine taking among psychiatrists patients too besides and private hospital psychiatrists wards. Psychological disorders practising psychological before Regardless of the occurrence of this exercise there exist lack of nonfiction going scheduled the opportunity of habits of self prescription sensation in place of underneath. The usage of self prescription aimed at management of disorders taking place behalf of under stays whatever this revision commonness of psychology disorder among a psychiatrists patients the repetition of also the causes that stimulus self prescription. (Roger D. Weissa*, 1992).

1.7 Techniques rage psychiatrist’s wards

Among a psychiatrists patients the view of habits self prescription too approach of the habits of medication among a psychiatrists patients in psychiatrists ward in government and privet hospital. Techniques rage psychiatrists wards habits of medicine taking prescription dismiss exist clear equally attaining too unbearable medicines lacking the assistance of a psychiatrists each designed for identification preparation otherwise following
of usage happening in psychiatrists wards psychiatrists stay regularly not agreeable in the direction of drive to the hospitals.

For many explanations too later the psychiatrist’s patients habitually not try to psychiatrists too designed on behalf of health relief. The wellbeing supports and the chief fitness government and private hospital psychiatrists’ wards in psychiatrist’s patients. The psychiatrists patients ratio modern psychiatrists wards stays very high Happening psychiatrists patients learning the level of response of psychiatrists patients stood high and henceforward the stage and sexual category sharing of psychiatrists patients inhabitants be located of Expanse theatres a spirited character popular the use of habits of medicine e taking among a psychiatrists patients demonstrations yet. (H. Nijman, May 2002).

1.8 The method of the amount of preparations

The method of the amount of preparations used up by way of the accused on the system to set each person each month. In an irritated sectional learning government plus private hospital wards the regular sum of preparations recycled was each psychiatrists patients but then again the approach of the sum of preparations expended be located available.

Moreover the habits of medicine taking among psychiatrists patients remained prepared on patient’s procurement prescriptions from medicine stores building the situation testing to parallel without our outcomes Payable just before the opposite outlines and psychiatrists patients characteristics of the patients wilful. The situation existed trying near associating the outcomes the accused taken occupied certain procedure of habits of medicine taking among psychiatrist’s patients throughout the past months. Happening foregoing learning the frequency of habits of medicine taking mixed commonly after near Reasons inducing habits of medicine taking consist of psychiatrist’s patient approval through the government plus private hospital psychiatrist’s wards. (Dong-Zhi Yanga, , 2011).

Psychiatrics Provider fee of the preparations hospitals glassy socioeconomic aspects stage and sex Declined the private hospital charge might stand a chief motive in rising psychiatrists wards Exchanges among prescriptions treatments then the medicines taking among a psychiatrists patients stands an significant possibility cause of which psychiatrists wards. A larger part of government plus privet hospital’s psychiatrist wards accused besides accused matured under the period of ages procured habits of medicine taking throughout the previous month period. (Hidechika Akashia, February 2004).
1.9 Habits of medicine taking patients compared to others

More psychiatrists patients used self medication compared to others psychiatrist’s patient’s aptitudes of their healthier and the higher usage of habits of self medication equal stay it could be among the causes. Still this be situated trying to join using the element that economic motives stayed normally refer to for habits of medicine taking. The larger dominance of habits of medicine taking among the psychiatrists patients group might be paid to the recovering learning equal. (PR Shankar Email author, 2002).

In government plus private hospital psychiatrists wards are as well used for habits of self medication psychiatrists patients taking medicines are start in the around. There are too social aspects happening production then the accused taken been trained into a psychiatrists wards remained habits of medicine taking would must be situated knowledgeable since an initial time. A lot of accused whereas allowing the rule of recent habits of medicine taking measured medicine mixtures the added suitable action of the root of psychological disorder psychological patients in the psychiatrists wards controlled learning of habits of medicine taking therapies for mutual psychological disorders besides these medicines remained generally strained main.

The medical workshops likewise ordinarily sold physiological medicines arrangements creating these preparations certainly open. Physiological medicines stood reflected harmless plus lacking of argumentative special effects. (I. N. Okeke, socio economic, 1999).

1.10 Not permanently grip exact risk of dealings

This might not permanently grip exact besides the risk of dealings must be saved in observance Setting of the psychological medicines planning help for an exact psychological disorder however hard to realise would be expected at. Payable to the struggle in editing psychiatrist’s wards facilities happening in government and private hospital in habits of taking medicine taking among psychiatrist’s patients stays regularly the unassuming route aimed at the psychiatrists patient. (Kuhn, 2001).

1.11 Psychological treatments

The nonappearance of a major change in psychiatrists wards recommending of psychological treatments through psychiatrists patients additional than an psychiatrists stays amazing assumed the attention of psychiatrists wards in government and privet Unpaid towards many motives psychiatrists medicine stayed single occupied aimed by the correct extent popular of the cases anywhere they taken remained arranged.
The typical period aimed at which psychiatrist medicines remained recycled stayed generations. The extent of psychological medicine usage stayed reached next to by probing the accused plus memory favouritism might remain a confusing issue. The extent of usage of other psychiatrist’s medicine stayed not exactly asked mad round then happening common psychiatrists medicine stayed moving such as signs better. Financial limits be situated commonly named arranged behalf of instance each a motive aimed next to the untimely stoppage of management. Increase of psychiatrist’s medicine confrontation takes to be saved in attention unpaid near this wrong habit. (Christoph Abderhalden, 2008,).

1.12 Objectives

The Self-Medication Hypothesis remains related, particularly when as the situation of medications need, both with and without and co-occurring attention. The self-medication hypothesis excludes the basic facets that dependence of medication releases psychological problems suffering and that there is a major point of psychiatrist’s specificity in patients medicines of choice. Dual diagnosed patient’s self-medicate painful feeling conditions which dominate with their psychiatrist’s condition.

Accepting a complete concept of dependence as self guideline disorder assistances to clarify why many individuals who suffer self-medicate their suffering pain, and why others continue with their drug use in the aspect of the suffering it causes.

- To explore if patients to low prescribed method and doze psychiatric medicine.
- To study prevalent method of medicine taking used by psychiatric patients.
- To identify if psychiatric patient are aware of the implications of not to doctor’s prescription for medicine taking.
- To reorganization if psychiatrist not interaction patient self prescriptions.

2. Methodology

Since this research is descriptive in its very nature, therefore, apart from reviewing relevant literature, interview schedule, was implied to collect primary data and secondary data from the government and privet hospital psychiatrist wards habits of medicine taking among the psychiatrist’s patients
of Quetta district. Prior design, interview schedule, to get deep insight to the issue of self medication of focus group discussions were held for of data collection tool was used Ssps. the collected data was analysed quantity and qualitatively to draw some solid conclusion while suggesting practical measure to be taken to improve effectiveness of the self medication and its long permanent impact, indeed, for positive changes in the habits of medicine taking among the psychiatrist patients.

From a total of 200 members had faced psychological health-related to habits of medicines taking problems within the last 12 months to the study. About of psychiatrist patients individuals were respondent themselves. Females 57.0% reported more psychological illness than males 43.0% Table of shows socio demographic characteristics of the psychiatrist patients in the specified recall period.

**Table 1:** characteristics of respondent’s psychiatrist patients in Quetta August 2016

| Number of psychiatrists patients age over moving frequency and percent |
|-------------------------------------------------|-----------------|-----------|
| Frequency | Percent |
| 25-35      | 96     | 48.0     |
| 36-45      | 60     | 30.0     |
| 46-55      | 28     | 14.0     |
| 56-above   | 14     | 7.0      |
| 11.00      | 2      | 1.0      |
| Total      | 200    | 100.0    |

*Source: table 1(2016)*

In its place of total ages of self medication values, want to see how each age’s value contrasts from the prior month’s frequency as a percentage. You may want to see data from collective ages of first point pretty than over a total timeline. It’s much relaxed to liken them if look at uncultured takes by self medications since the opening ages.
Table 2: Different educational statuses of psychiatrist patients

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illiterate</td>
<td>137</td>
<td>68.5</td>
</tr>
<tr>
<td>up to matric</td>
<td>45</td>
<td>22.5</td>
</tr>
<tr>
<td>Other</td>
<td>18</td>
<td>9.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: table 2(2016)

Associating the frequency in the creative text view with the values in this educational status view, With Table Controls can analyse the present change from a subjective percept. Supposing is involved in a collection of educational status and want to evaluate the relation performance of self medication them from a point in time. To do this table need to set a deal with habits of medicines taking. And control them to the identical point in table with lines showing frequency and percentage.

Table 3: Percent of frequency of occupation level of psychiatrists patients

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>44</td>
<td>22.0</td>
</tr>
<tr>
<td>Business</td>
<td>24</td>
<td>12.0</td>
</tr>
<tr>
<td>Employment</td>
<td>53</td>
<td>26.5</td>
</tr>
<tr>
<td>wage labour</td>
<td>52</td>
<td>26.0</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
<td>13.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: table 3 (2016)
Data such as test totals or order import provides itself to analysis by habits of medicines taking among the psychiatrists patients. Tables are looking at the frequency primacy of all orders across product types occupation and want to weight that significance by order percent. Often involves the number students, employment, wage labour of an event has occurred within a self medications.

Table 4: Percent of frequency of gender status of psychiatrist’s patients having the self medication

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>86</td>
<td>43.0</td>
</tr>
<tr>
<td>Female</td>
<td>114</td>
<td>57.0</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: table 4(2016)

The 1st authorization is to calculate a running total of habits of medication taking over time by section. There is to calculate the running total of each section as a % of total over gender wise. Here we need to see the fecund of a gender male plus female within a and then show how its ranking changes crossways of diagnosed self medications. Number of active support cases male and females this creates a table position of calculations.

3. Results and Discussion

A patient’s drug of choice can be a telling intimation to the painful emotions with which he or she suffers and can force medication dependence. In the case of dual diagnosed patients, the patient’s psychiatrist’s disease power signal the particular drug with which they power be self-medicating. Such a viewpoint strong point also guide the clinician to categorize and target what painful feelings might predominate, and how and why such moves force make a particular drug compelling. Finally, a habits of medicines taking among the psychiatrists patients viewpoint on self medication use and abuse among dual-diagnosed patients can help as an outstanding guide to treatment, psychiatrists plus psychologically.
3.1 Hypothesis

Self medication that is followed by reinforcement will be strengthened and more they occur in future.

4. Conclusion

Compliance with medication regimens among patients with psychiatric disorders may be lower than among patients with physical disorders. However, the difference may be largely attributable to the methods used for estimating compliance. The findings suggest the need for new and improved methods for monitoring compliance and increasing patients' compliance with pharmacotherapy.

This article provides an overview of several important psychological behavioural economically learning operate situations persuasion risky self prescription’s highly charges of medicine of psychiatrists patients psychologically problem and health wellness behaviours variety.

References


Edlund, Katherine M Harris and Mark J , (2005 ) Substance use varies with past year unmet need for mental health care and mental health care use in ways consistent with the self-medication hypothesis. (117–134.)


Well-being Outcomes of Patients With Depression Compared With Chronic General Medical Illnesses. *jama psychiatry*, 11-19.


An Empirical Investigation into the role of Input in Improving Speaking Skills among the Postgraduate Students of the University of Balochistan

Naeem Nasir

Abstract
The purpose of the study was to determine the learner-learner interactive role, with 52 postgraduate enrolled students at the two Faculties-Science and Arts, at the University of Balochistan, Quetta. The English Language Center (ELC), established in the University of Balochistan conducted Functional English Language Compulsory, one-year academic program of studies, to cater to the English Language needs of these students. The research revealed that the interactive role among the students, plus the classroom setting did help the students enhance their language learning skills especially their speaking. Additionally, they also understood the intricate target structures and forms to improve the Foreign Language.

Introduction
English language is the lingua franca of the international community. More than 40 countries speak it as their First Language (Gordon, 2005). The importance of this language cannot be denied as it is the only means of communication in the areas such as education, trade and business.

Rivers, 1987 is of the opinion that the role play, the interaction among the students plays a tremendous role in getting students involved in the discussion and facilitates their understanding of the concept to be conveyed. They find it a real life situation, and this helps them learn the foreign or the target language, which is English in this case.

Keeping in view the above, it was intended to establish whether this interactive role among the postgraduates of the university of Balochistan who join English language classes, helps them improve foreign language or not?

---

1 Lecturer in English, English Language Center (ELC), University of Baluchistan
Email: (naeem481@yahoo.com)
Statement of The Problem

One of the vital points for learning L2 and specially to improve the speaking ability, is the interactive role among the students, who join the classes to learn English language in order to perform their academic tasks and the practical needs including the interview skills, presentation skills etc. They want to meet the International speaking standards and improve their fluency of the target language (Maclntyre, 2007).

(Mackey, 2007; Yashima, et al., 2004) reiterate the fact that the stereotype teaching; the teacher being the only speaker, does not help the students become proficient in speaking skills required to be exhibited. They favor the active participation of the students in the conducive class room setting.

This type of teaching with Student-Centered approach unfortunately is neglected even by the English Language Teachers, who at least should know the fact that speaking cannot be improved unless the students are given ample chance to interact with their classmates (Baily, 2005; Goh, 2007).

Hence, it was intended that a study be carried out with postgraduate students of the University of Balochistan, Quetta, in order to examine the effectiveness of interaction among the students, to evaluate the development of their language skills, particularly, their speaking proficiency; as these students are deprived of the opportunity to express themselves freely. Moreover, English language is not the medium of communication in their surroundings.

Research Questions

The researcher had in his mind to get the answers to the questions stated below:

1- To explore the factors that help promote interactive role in enhancing the language skills of the postgraduate students of the university of Balochistan.

2- Whether or not this interaction among the students improves their speaking ability.

3- The effectiveness of the classroom setting in developing English language speaking skills.

Study Objectives

The following objective was intended to be achieved:
Whether the interactions and the classroom setting are appropriate to facilitate L2 learning skills?

**Significance of The Study**

The role and the importance of English language in the modern world cannot be denied. All business, trade, industry, the academics are subject to be associated with this language, and a world without this language cannot be imagined. The matter of the fact is that this language has gained the international standards and hence, its learning has become mandatory, and achieving academic excellence without it is impossible.

This study would benefit the enrolled students at the university of Balochistan to have a panoramic view of the world and hence learn this language as per the international requirements. It would help the members of the Faculties to adopt this approach to help their students their academic goals, especially the speaking skills needed in their practical life.

**Literature Review**

For learning or acquiring L2 the receptive skills: reading and Listening, and the productive skills: speaking and Writing are essential. Their exposure especially of speaking, needs to be given so as to help the students to be able to face the real life situations (Thornbury2005).

Students are not unfortunately, given a chance to improve their communicative competence. They are exposed to linguistic items and as such cannot perform well in society where most of the speaking occurs (Allwright,1984).

(Swain,1993).is of the view that both-the communicative and the Linguistic competence can be developed more effectively only if the learners are engaged in the interactive sessions in the classroom. He encourages the Peer work, group discussions, conversational activities to be introduced by the English language teachers.

Another Linguist (Luoma,2004). argues that developing language skills especially speaking ability of L2 learners is not easy. It does take time to help student learn language skills and understand grammatical structures and the Patterns. But if the learners find their classroom settings as Student-Centered, they take language learning a fun activity and improve their skills rapidly.
The learning in the foreign contexts is challenging for the students, as with this little exposure they find it difficult to apply the target language outside the classroom (Harmer, 2007).

Lack of interactive sessions and the traditional classroom setting does not make the L2 learners be fluent in the target language. They may face problems with vocabulary usage, syntax as they are not in an interactive environment. These students always are shy to speak freely in public (Hedge, 2008).

The communicative approach in the classroom helps develop cordial relationship with the peers and the L2 learners feel free to express themselves in the presence of their instructors.

**Research Methodology**

In order to collect and analyze data quantitative research design was employed. A questionnaire was designed and administered among the postgraduates of the university of Balochistan was an adaption from Kouicem (2009) which primarily focused on the importance of interaction in developing language learning. The method was taken into consideration keeping in view the following:

- As its cost is reasonable,
- The research is unbiased,
- The participants had ample time to record their answers and its reliability.

**Data Analysis**

A five-point Likert Scale was adopted keeping in view the four variables:

- Exploring the factors that promote learner-learner interaction, the interaction and the development of language skills, the classroom setting, and the development of speaking skill.

This part of the chapter presents data analysis both in Tables and the Written form.

With SPSS (version19 Registered) the percentages, the mean scores of each item and the statistical descriptions were performed. 72% of students reported that classroom activities facilitated them to promote their speaking skills. Whereas, 68% of students reported that teacher was second most influential factor whose motivation encouraged students to speak English
language without being scared of committing mistakes. Positive attitude towards English language particularly on speaking skills emerged to be the third influential factor in which 64% of students reported that they love to command over English language particularly speaking skills. Finally, classroom setting turned out to be the fourth influential factor in which 61.5% of students expressed their views that they found many opportunities to practice their speaking skills in classroom.

**Summery**

The main focus of the chapter was to present the findings arising from investigating the interactive role among learners in enhancing language skills especially the spoken area, by answering the questions of research. The method of research was quantitative as it was consistent with Long’s (1981) Interactive Hypothesis. The data measuring instrument was a questionnaire.

**Discussion**

The finding of the study revealed that the learner-learner interaction enhanced the speaking skills of the postgraduate students, and the provision of conducive classroom setting facilitated learning.

Hence, it can be summed up that learning language skills is not an easy task as the target language is rarely found in the society. Therefore, the primary focus of the study was to investigate learning through interaction with in the classroom.

The teacher’s motivation, the selection of the language activities facilitated learning. It was found out that these factors are correlated and only this integrated approach can help learners improve their language.
References


Discursive Construction of Immigrant Identity: Discourse Historical Analysis of a Mohajir Identity Blog

Fouzia Rehman Khan

Abstract

The discourses play an important role in identity construction as identity discourses carry within themselves themes and discursive strategies. This study tries to explore the discursive construction of immigrant identity of Mohajirs (Urdu Speaking) in Pakistan by analysing an identity discourse in the form of a blog through Wodak’s Discourse-Historical Approach of Critical Discourse Analysis. The discourse constructs and deconstructs Mohajir identity by focussing on certain themes, the major one being the non-acceptance of such an identity and the perils attached with it. The blogger makes use of several discursive strategies with strategy of Dismantling and demontage as a prevalent one through which she expresses her dislike for this identity. The blogger believes that 'Mohajir' is a label and not an identity, the label with a negative connotation and derogatory denotation. The text aimed at dismantling the immigrant identity and the need to disown it. The term Mohajir and the identity that has come to be associated with it, is a part of discursive practices that have formed over decades. Removal or the reconstruction of this identity would need another set of discourses to take roots in the discourse producing circles in the country.

Keywords: CDA, DHA, Immigrant identity, Urdu Speaking

Introduction

This study tries to explore the discursive construction of immigrant identity of, Mohajirs (Urdu Speakers) in Pakistan by analysing an identity discourse in the form of a blog through Wodak’s Discourse-Historical Approach of Critical Discourse Analysis. The discourses play an important role in identity construction as identity discourses carry within themselves themes and discursive strategies. The identity discourses are driven by a ‘forming force’, which sets certain rules for interpretation of meanings. In social and political terms these discourses legitimize certain policies and practices and delegitimize and constrain the others. In short, the meaning of

1 Assistant Professor Department of English Sardar Bahadur Khan Women’s University Quetta, PhD Scholar NUML Islamabad fozia.wu@gmail.com
any articulation is contingent. Discourses are historically embedded with a certain regularity about them in terms of topic change, values, presupposition which in turn determine who can say what, to whom, where and when (Foucault, 1980), which also manifests the dependence of text on context. Foucault was the first to analyse discourses and to find out their regulatory functions which guide the user about what can be considered true, false, rational, irrational, legitimate or illegitimate, and the force of discourse may unnoticeably permeate our everyday conversation, thought processes and making sense of the world around. In one of his writings, ‘The Order of Things’, he explains how discursive practices put certain kinds of invisible constraints on human actions in a society. He explored the rules present in Discourses that govern the everyday life of people (cited in Mole, 2007).

Discourses do not only portray social reality but they play a role in creating one. As shown by Wodak, Reisigl and Cillia’s research in Austria where identities were produced by dissemination of discourses through educational system, media, meetings which led to the formulation of discursive practices of sameness and differences to define the national identity. These are the manifestations of postmodern and post structural approaches, which examine the processes of construction of reality thus challenging its one stable form. It is the work of the discourses that makes a certain form of meaning dominates the other forms (Mole, 2007). The research also looked at the reified construction of identity through these discourses and their impact on social and political action. The members of the community or that particular group then internalize these identities and thus discursive construction of national identity takes place. For Lam (2004) realities are constructed through discourses which are the ways in which people make use of language in their speech and writing about the shared beliefs, experiences, values and cultures. Cameron (2001), therefore, calls discourse a complete identity kit that contains culture, values, words, attitudes, beliefs, gestures and even body postures. Discourse is an appropriation of meaning as emitted and gathered. It is a social act of forming and transforming of individual and collective identities. Adding to the same stance, Clark (2009) observes that ‘we construct and reconstruct our views about the world as well as our relationship with one another through discourse. It is through discourses of language that we use strategies to position and reposition our ‘selves’ with regard to thinking, doing and being’ (p.20), so discourses are produced and generated with certain aims and objectives of safeguarding some specific interest; forming and transforming of identities may be one of them.
Immigrants/Mohajirs (Urdu Speaking) in Pakistan

Mohajirs (Urdu-speaking) are a group of people in the multilingual and multicultural Pakistan who are devoid of any ethnic identity, and the identity of the land. They are carriers of a bare linguistic identity and are recognized by their native language, Urdu. Such an identity is weak, especially in the tribal context of Pakistani society where people are known by their caste and clans, therefore, Urdu Speakers even after 70 years of Pakistan’s independence are called Mohajirs, a term in Urdu which is equal to Immigrant in English.

Mohajir is the kind of community that has been called as the ‘border lives’ by Bhabha (1994) in his writing ‘The Location of Culture’ who live in the middle of the nations, between past and present at the margins of inclusion and exclusion negotiating ‘liminal’ identities that are culturally hybrid and go against the idea of essentialist subject. Bhabha believes that the immigrant position at the borders leads to new strategies of defining selfhood. Bhabha contends that ‘the nation can only be written at its margins, in an interstitial space marked by loss and rupture, separated from the mainstream by the experience of migration which ultimately rejects the premise of belonging to any single national space, whether it be a distant point of departure, the original homeland or an immediate point of arrival-the adopted homeland’ (Cited in Raza, 2005, p.8). The Mohajir identity is seen as made up of the remains of discontinuous scraps and fragments of cultural inheritances.

Defined by the census of Pakistan, 1951, ‘A Mohajir is a person who has moved into Pakistan as a result of partition or for the fear of disturbances connected therewith’. The history witnessed an unprecedented movement of 8 million people who migrated to Pakistan (Refugee Review Tribunal, 2008). According to Raza (2005), the Mohajirs are considered as culturally displaced community of Islamic Republic of Pakistan. The question of Mohajir identity remains an unsolved political issue in Pakistan.

The theme of partition has been well presented in some good Urdu fiction in the form of Novel and short stories written by Mohajir writers such as, Intizar Hussain’s Basti (community), Mastur’s Angun (courtyard), Hussain’s Azad Naslein (The Weary Generation). English translation is available for all these. All these writings depict the negotiation of displaced immigrant identities in the domestic spaces manifesting the volatile political situation of Pakistan and India. The migrant voice in its literature bares the psychological impact of division on the ethnic communities who had difficulty in coping with the traumatic episode of division.

The Mohajir literature is distinct for the depiction of regret and loss of native homes that had to be left behind as a result of traumatic migration. They
brought their own culture and unwilling to leave it at a new place. Through culture, they continued to have ties with their native land. The regret, resentment, loss and difficulties that Mohajirs faced in the new state of Pakistan and the hitches to socio-cultural assimilation led to the formation of ‘Mohajir sub-nationalism that threatened to literally ‘re-write the nation’ (Bhabha 1995) from its margins during the late 1980s’ (cited in Raza, 2005, p.9).

Many of these writers were the members of the Mohajir community so they were able to bring forth the ‘othered’ perspective, and the fragmented nation in terms of political state of the nation as they saw it. Thus, immigrant identity is shown to be negotiating but unable to get located, in other words, Mohajirs lack identity of place and remain displaced in terms of identity over the years.

**Literature Review**

There hasn't been much work, in the field of immigrant discourses. Those, which are available, deal only with the immigrant stories, such as their lives in the home country, their reasons for moving to the host country, the new country, and their hardships. There is a clear difference between travel literature and immigrant literature. Immigrant literature has less to do with just the personal account or travel for pleasure. It particularly talks about oppression, hardship, and the circumstances of migration. At the same time, they are dependent on the history and economic cycles. The immigrant discourses deal with power relationship and construction of immigrant identity and should not be taken as narrations of regret, laments, and victims at the hands of the native population. The immigrant literature can be said to constitute the subcategory of exile literature and literature of diaspora. The task of locating immigrant literature is complex as not much work is done that can distinguish different forms of related literature such as ‘exile immigration, dissident life, immigration, post-colonial relocation and different ways of travel, migrancy, resettlement, nomadic journey’ (Coklin, 1999 p.6).

The area of migration research has remained devoid of much exploration. Few studies can be found that deals with investigating the link between migration and the process of construction of national identity. In a European context Schnapper (1994) (cited in Iberoamericana & Verlag, 2009) studied issues of immigration and identity by comparing the phenomenon in three different countries, Germany, France and Great Britain. Behr (2004) explored the American policy related to the immigrants. It was only in the last decades that such studies proliferated in countries like Spain, which received a considerable number of immigrants from non-European countries. Academic references related to immigration in Spain and its relation to the building of national
identity is not large. Spanish scholars remained interested in the heated debates of Castolian speaking immigrants in Catalonia. There are other related works to immigration other than identity such as attitudes towards immigrants, integration policy for them etc.

Migration and immigrant identity are a worldwide phenomenon. The issues related to the interrelation between migration and identity has been explored through transnationalism, diaspora, and biculturalism (Ballard, 1994; Vertovec 2009). The subject has remained the focus of academic exploration highlighting issues and answering questions qualitatively migrant identity with the host country and the home country and the formation of communities of the new country. It is just recent those social psychologists have tried to develop theories of immigrant identities and acculturation strategies (cited in Jaspal, 2015).

The contemporary literature on immigrants is suggestive of the fact that immigrant identity is fostered by transnational practices when immigrants think of themselves as the members of multiple communities across borders. Park (2007) believes that migration is not an event but a process in which life patterns are adopted such that these can link the home and the host country through social, cultural and economic connections. Park (2007) based his study on the post-immigrant identity of Korean Women living in New York. The researcher used the snowball-sampling technique for collection of data so that he may have an access to the social network of Korean Community. His focus was on the strategic use of identity markers by these women. Identity markers that were found in the study were education, social class, job etc. Multilayered post migration identities were found among the respondents. They would call Korea ‘my own country’, while US was typically referred to as ‘where I will live my life’, or as ‘the scene/site of my life’.

Studies on immigrant identity have been done variedly. Some of the researchers have worked on the labels that are used for and by immigrants. For instance immigrants in America have moved from using their home identity such as Chinese and Mexican to compound label like Chinese Americans or Mexican Americans, with the passage of time, and then sometimes to the single national label of ‘American', which shows feelings of belongingness to the new society and the positive attitude of the people towards the larger society. Choosing identity and labels very much depend on the context, which basically includes the immigrant population, home, and host countries and also the attitudes of the immigrants and the members of the new society. For example Antilleans in Netherland are treated as non-Dutch by the government so for this reason they kept a separated identity, similar is the case of Russians in Israel. Every context comes with a different implication.
In many studies on immigrants, the media discourse is analyzed so as to explore their perception about themselves through such discourses. One such research was conducted in Sweden by Sjorbery & Rydin (2008) making use of media ethnographic discursive approach. The study found important interconnections between the ongoing popular media discourse and the immigrant perception of themselves, their culture and country and also how does the host country, in this case, Sweden looks at them.

Another dimension of immigrant discourses was researched by Verkuyten (2005) in Netherlands where he evaluated immigrant discourses for their consequences on multiculturalism. This research was conducted in the form of two studies among Dutch people. Through interviews, the discursive construction of categories of immigrants and the rhetorical consequences it had on the people way of evaluating cultural diversity and assimilation were found. The rhetoric from the data was divided into having a personal choice and the lack of it. The former was indicative of a desire for assimilation while the later was supportive of cultural diversity. The second study in this connection was experimental in which the endorsement for multiculturalism was found to be the consequence of notion of ‘personal choice’ or ‘lack of it’ where the endorsement was found to be greater for the later case. The study was based on analysis of ideological discourses of immigration and their consequences on multiculturalism. The conducted interviews were a means of finding out the repertoire deployed while talking about multilingualism specially its endorsement in immigrant discourses.

Migration discourses are often formed as political discourses. The dominant and hegemonic discourses influence the migration policies. “Discourses on migration, multiculturalism and integration are related to national identities and self-definition as well as practical policy interests” (Androvicova, 2010, p.10). Androvicova analyzed migration discourses by collecting rich data gathered from multiple sources such as the parliamentary debates, political programs, daily Press and Political documents related to migration in Slovakia. Being a new member of the European Union, Slovakia relied more on the vision already produced by the EU about the immigration, which was recontextualized in the national context of Slovakia. Buonfino (2004) remarks that there are many existing discourses on immigration that draw different frontiers between friends and enemies and between ‘us’ and ‘them’, some of these discourses are ignored by policy makers while others enter into dynamic dialogues with one another and shape the way policies are structured and negotiated (cited in Androvicova, 2010, p.6).
Language and discourse are important in defining identity in terms of post-structuralism, whereby language acts as a tool that forms and reforms shape and reshapes constructs and reconstructs identity. Kroskrity (1999) defines identity as a construction of group membership by linguistic means. The social categories made by discourses lie latent and they are made operational by discourses and therefore brought to function and existence to become socially effective (Versluys, 2007). It is the merit of (critical) discourse analysis to have focused on the discursive expression of social comparison and to have stressed that social categories and the differences among them have to be communicated if they have to become socially effective.

The discursive construction of identity is an observable phenomenon in the day to day interaction even in mundane situations because people are engaged in narratives which allow them to construct a continuous self, merging past with the present, they are considered a privileged form of discourse especially for analysis of identity (Bamberg, Fina & Schiffrin 2011).

Khosravi Nik (2008) investigated the discursive construction and representation of immigrants, Refugees, and Asylum Seekers in the British Newspapers between 1996 and 2006 at five critical periods in the history of Britain. The paper analysed the micro linguistic processes of the ways through which these people were discussed in the print media. The study also compared such representation in various newspapers in terms of their ideological association.

Beswick and Gutierez (2010) studied the visible and perceived manifestation of identification patterns such as linguistic, social and cultural of Spanish and Portuguese immigrant communities in the UK. The paper also explored the relationship between language use and evolving identification strategies that are deployed at different steps of the process of migration. There were three dimensions to the exploration of the issue, the strategies that the immigrants adopt in order to fit in the host society, second they also try to preserve certain ethnolinguistic and sociocultural traits during the cycle of migration, thirdly the paper focused on the role of indigenous language to either highlight or underplay the distinguishing and differentiating traits.

In another study by Field (1994), Irish immigrants in the United States were seen in a perpetual struggle to resolve the contradiction between social and self-definition of their identity. The paper explores the created and presented personal identities through the use of certain strategies of identity construction such as exclusivity, pragmatic identification or autonomy. ‘The construction of personal identities thus provides insight into people’s struggle to maintain a positive sense of self in problematic situations and the social worlds and others
with whom they identify’ (p.431). McCall (2003) is of the view that most of the identity-related research is based on self-identification as ‘me’ and not on an equally important part of self-disidentification ‘not me’ which needs to be explored. ‘disidentification of the identity ‘immigrant’ (cited in Killian & Johnson 2006, p.60).

Methodology

The research is underpinned by Critical Discourse Analysis which is the kind of social research in which the social processes and the social changes are seen through discourse and text, therefore CDA has enabled me for a deeper analysis of the immigrant discourse in the form of a blog. The basic premise of CDA is the assumption that besides being a social product, language has the potential to shape and reshape social practices. Therefore, the framework of CDA fulfils the aim of this paper to study the linguistic and social structures. Identities are treated by CDA as the product of ideological work of discourses. Through Critical discourse analysis of immigrant identity, the selected discourse is analysed at two levels, firstly in the grammar of the language and secondly in the attitudes and ideologies of the subject. The present work has tried to locate construction and reconstruction of immigrant identity through discursive practices by recognising the association between discourse and particular practices (Benwell & Stokoe, 2006).

Out of many models and approaches of Critical Discourse Analysis, Wodak’s Discourse Historical Approach, which is different from the other CDA approaches because it incorporates all the historical information and social political knowledge that is related to the discursive events and practices under study underpin the present paper. DHA is selected as an analytical framework because it gives importance to the historical perspective and dimensions of the issue being investigated. The blog is historically situated and discourse historical analysis looks at the diachronic changes that have taken place in any discourse overtime. DHA emphasizes the background knowledge and the sequencing of the events in the analysis of any text. It acts as a multi theoretical and multimethodological approach to explore the discursive construction of immigrant identity.

The following analysis with the help of Discourse historical approach focuses on the linguistic aspect by taking help from linguistic theories like that of argumentation and rhetoric. Therefore, analysis through discourse-historical approach includes analysis at the macro level that consists of context in terms of history, society and culture and the micro level analysis comprising of textual-linguistic analysis. An analysis of the text in context is also a part of the interpretation presented as the historical context in the present work. The
main concern of this paper is to find out the interconnectedness between ‘discursive practices and extra-linguistic social structures’ (Wodak and Mayer, 2001 p.9).

The research questions motivating any discourse-historical study including the present one related to collective identity whether synchronic or diachronic are as follows

1. What identities are communicated in the text
2. How are those identities or any change in them communicated in the concrete text?
3. Why are collective identities conceptualized and communicated in the way they are or why have changes taken place?
4. Who is involved in the discursive practices around the text and in what role? What genre does the text instantiate? (Koller, 2009, p.4)

The analysis of the identities communicated in the text is done at the macro level of discourse, while the textual and linguistic description is done at the micro level.

Data Analysis

About the Blog

The selected discourse is a blog by the title “Don’t label me Mohajir” that appeared in online ‘The Express Tribune’ on 11th February 2014 and written by Aliya Suleman, a member of immigrant/Mohajir/ Urdu speaking community.

Historical Context

Many people who immigrated to the newly formed country in 1947 were the speakers of the language, which was already a recognized one in the United India and was always officially supported. The Urdu language carried a rich literature even at that time and also considered to be an identity marker for Muslims of Sub Continent throughout their struggle for independence and a separate homeland. The people already settled in the areas that became Pakistan had to learn Urdu because it was declared a national and official language of Pakistan. The dominating situation did not remain the same for the immigrants who carried only Pakistani identity. Their generations suffered complex identity crises. People all around them started to recognize themselves with the land and ethnic groups and Mohajirs/ Urdu Speaking could not claim a similar identity.
Thematic Content

The main theme of the blog is ‘not my identity' and a negation of Mohajir identity that is also evident from the title of the blog. The writer does not agree with the way her ethnic group is referred to and each member is labeled as a ‘Mohajir' or an immigrant despite being the citizen of Pakistan for more than half a century. The blog describes the dislike of the blogger towards her own identity as someone who belongs to the second generation of immigrants and has nothing to do with the actual event of migration of 1947.

Another theme with which the blogger starts her discourse is the change in the conceptualization of the collective ‘Mohajir' identity through the comparison between the feelings of the first generation Mohajir and that of the subsequent ones, which slowly moved from positive to negative with the change of social and discursive practices around. The first generation that actually emigrated from India was full of expectations for a life on the new land, for which they struggled. They were quite enthusiastic about moving to the newly formed country that came into being in the name of religions for all the Muslims of United India The second generation immigrants grew up in the days when provincialism had already begun. Ethnic and linguistic identities became more important than religious identity as a Muslim or a national identity as a Pakistani. The subsequent generations were faced with reality. So the selected discourse is not only a depiction of a diachronic change in the thoughts and aspirations of two generations of an ethnic group but reflects expectations versus reality. Wodak's discourse-historical approach contextualizes the text historically and also traces the changes in it over a period of time. The time period that is given in the text is that of a generation as the blogger writes, "reflecting over the three decades that have transpired since". The temporal reference in the discourse is the time of partition between 1947-1954 to the present during which the people became Mohajir and continued to carry the label of the same over generations.

The diachronic discourse describes the identity transformation of ‘Mohajir' as an ethnic group. The first generation who could only see a land of their dreams coming into being were excited for a new identity as liberated Muslims who got their freedom and they hoped that they would have a chance of living as free Muslims with an even stronger identity of ‘Pakistani'. They expected that all the people immigrating to Pakistan and those already settled would live under a single identity of Pakistani. These first generation immigrants at that time could only see one country as a whole under federation. But unfortunately, the notions of Muslim and Pakistani identity could not be well liked for long and taken over by ethnic identities represented by the provinces.
The blogger also believes that the emigrants who migrated to Pakistan over expected their settlement in a country that was ethnically and linguistically much diverse. It did not take provincialism too long to raise its ugly head and divide the newly formed Pakistani nation on ethnic and linguistic lines.

The third theme that she picks up is ‘the perils attached to Mohajir identity’- the blogger believes that the Mohajir tag is a hindrance to assimilation and acceptance in Pakistan because the very word immigrant stands for an outsider and a minority. She also writes about affiliation by default with a political party that has come to be known for its notoriety but the rest of the ethnicities affiliate all Mohajirs with one political party, no matter if one does not have any political interests and affiliations at all.

**Discursive Strategies in the Blog**

The blog is written in the first person and the writer makes use of the strategy of Perspectivization. This strategy refers “to the framing or discourse representation by means of which speakers express their involvement in discourse and position their point of view in the reporting, description, narration or quotation of discriminatory events or utterances” (Reisigl & Wodak, 2001 p.45). She has used “I” roughly 24 times in a short blog. Every time she uses I, she actually positions herself as a ‘Mohajir’ for instance in the following sentences

- I’m labeled as an outsider
- I wonder where exactly I belong
- I don’t even know why we are ever called immigrants.
- I stood out among my peers.
- I stand out among my colleagues.
- I have turned into a minority
- I am not looked at kindly
- I am a Mohajir

The blogger in the introductory section makes use of Strategy of Dissimilation/ Exclusion and Discontinuation, which emphasizes "the difference between now and then" (Wodak et al, 2009, p.40), making use of Topos of History and overall use of Strategy of Transformation, when she compares the social and political conditions in which the first and second generation Mohajir lived. The “three decades” mentioned in the initial lines refers to the period of major political decisions and change that transformed
the identity of Mohajirs, Urdu-speaking population of Pakistan specially their population concentrated areas of Urban Sindh. It started with the moving of the capital from Karachi to Islamabad in 1959 and passing of the Sind language bill in 1972 in Sindh assembly, followed by quota system within the province. As a member of the second generation Mohajir she finds herself unable to assimilate in the host society, therefore she feels excluded and does not want to continue with the immigrant identity. Within the same part of the text, she used Defense as a sub-strategy of Perpetuation where she rejects the action of calling her and the people like her as Mohajir or immigrants. The blogger believes that such a vague identity has deprived her rather than doing any good to her. She uses the Dismantling Strategy of Discrediting her forced identity of Mohajir when she writes "I feel that having chased these dreams has actually left me more devoid in numerous avenues than empowered". Before continuing with her argument she makes use of a proverb as a means of realizing for how she feels about being a member of an ethnic group which is given a wrong label and then treated as such. As she writes “talk about giving the dog a bad name and hanging him”. The writer makes use of Topos of Comparison and Difference as Argumentative strategy, where she compares the groups of people who had to leave their home and hearth and came to be known as Mohajirs/immigrants for generations to come with those settled ones who did not have to fret much to become Pakistanis. The former had to struggle and sacrifice to join Pakistan while the latter got assimilated in the newly gotten country without distress and displacement. Immigrants after such a long time passed of the creation of Pakistan and their settling down here are still seen as different and other. The blogger puts it in these words “…the forthcoming generation of Mohajirs myself included are ostracized for having migrated from India while the groups that did not fret are more comfortably assimilated in the national soil”. She also makes use of Topos of Definition that defines Mohajir as a part of Strategy of Construction as people who “…migrated from India …”. The word ‘ostracized’ shows the Dismantling and Demontage Strategy of Dissimilation and Exclusion, that she feels or she is made to feel excluded among other fellow Pakistani citizens though she is not from the generation of people who migrated from India. In the beginning of the paragraphs, she questions the need for a separate identity in a country whose basis of formation were not ethnic. Using the strategy of Assimilation, Inclusion and Continuation she tries to emphasize on intra-national sameness and similarity with the use of Topos of Similarity. She argues that if all the people in Pakistan could align with the single national identity, the immigrants would not have to push for a new unknown vague identity. But this did not happen due to very diverse linguistic and ethnic
landscape of the country. In the same paragraph she makes use of two strategies of Culturalization, one is ethnification where the word ‘Mohajir’ is used and the other linguification where the other word for the same people ‘Urdu Speaking’ is used as she writes “I feel like, I am labeled as an outsider on account of being Urdu Speaking” then using the Strategy of ‘Party Political Alignment’ of Politicization she rejects affiliation with a single political party that happens to represent Mohajir/Urdu Speakers politically. Many Urdu Speaking might have no affiliation with any political party but most of them are thought to be its members. Using the Discontinuing Strategy of Transformation she rejects and refuses to be stereotypically associated with a notorious and defamed party just because she carried the identity of Mohajir and speaks Urdu as a mother tongue. She writes that people of other ethnic groups around her make her “an unwitting member of the only political party representing me.” She blames the party for attaching a negative association to the whole section of the population who migrated from India, settled down mostly in Sindh and speak Urdu. As she does not believe in the need for a separate Mohajir identity, which has now become more of a label, she is also not supportive of a separate political party with ‘Mohajir’ in its name that gives a wrong impression of acceptance of a pejorative and a derogatory label.

Continuing with the blog she expresses her fears that she will never get the identity of a Pakistani in Pakistan that puts her into identity crises with the confusion about her belongingness. The blogger is at a loss to understand the need for separate identities in Pakistan that was made for the Muslims of Indo-Pak sub-continent. Analyzing the same paragraphs for the discursive strategies, one can see the Strategy of Actionalization with the actionym of ‘Mohajir’ and ‘Pakistani' and strategies of Spatialization with mentioning of the place Pakistan. ‘Us' used twice in ‘…for us in a country that was made for all of us' signifies two different Collectivizations. The first “us” is for the Mohajir and the second for everyone who carries the identity of Pakistani.

The Referential and Predicational strategies can also be easily located in the writing when the writer uses the term Mohajir, Urdu-speaking Pakistani in the following,

- Don’t label me Mohajir
- Being the first generation Mohajir…
- However as a second generation Mohajir
- The following generation of Mohajir
• The label of Mohajir has made it nearly impossible for me to be accepted as a Pakistani in Pakistan
• I am labeled as an outsider on account of being Urdu speaking
• Student association specifically for Mohajir Urdu speaking.
• A different creed of Muslims shunned in a Muslim country
• Why the label ‘Mohajir’ at all
• Elders moved here as new citizens
• I don’t even know why we are even called ‘immigrants’
• Give preference to another province resident rather than Urdu speaking
• And the burning city has stamped our infamous presence.
• The emergence of identity that honestly is no help
• Being a Mohajir would not have been such an issue

The above instances from the discourse show that there are terms which amount to the same as ‘Mohajir’ such as outsider, a different creed of Muslims, new citizens, immigrants, Urdu speaking, infamous presence.

The Topoi of Argumentative Strategy can also be located in the selected discourse. The most explicit topoi is that of comparison between those who were already settled on the land that became a part of Pakistan and those who migrated from Muslim minority provinces of India. As the text shows “for us in a country that was made for all of us anyway” and at another place “...the forthcoming generation of Mohajirs, myself included, are ostracized for having migrated from India while the group that did not fret are more comfortably assimilated in the national soil”.

The blogger uses Topoi of Disadvantage when that migration to the promised land proved to be “fool’s dream” and then following of such dreams has disadvantaged her more than being of any good, “having chased these dreams has actually left me more devoid in numerous avenues than empowered” and then she also points out that the label of ‘Mohajir’ also disadvantaged her to become an equal Pakistani citizen when she says “I continue being increasingly convinced that the label of Mohajir has made it near impossible for me to be accepted as a Pakistani in Pakistan”.

She believes that the ‘Mohajir’ tag is argumentatively strategic because it is used as a Topoi of Definition and name interpretation, which only “hurts my presence, my participation and my identity in a country that I consider my own
but that has gradually disowned me over the years”, “…I am not looked kindly…”. The way the identity is negatively interpreted today. The strategy of Dissimilation/exclusion that comes under the Strategies of Demontage or Dismantling and destruct is used where she writes that people from all the provinces know a local language along with the lingua franca Urdu, while the community known as ‘Mohajir’ are monolingual with Urdu as their mother tongue. They are linguistically dissimilar to the locals here.

The blogger uses Topoi of Numbers when she complains of being “turned into a minority in the country”. Topos of Uselessness in her argument is found when she writes “...the emergence of identity is no help to the common man”. The Mohajir identity that was politically driven is not of much use to its bearers and instead of bringing them closer to the rest of the Pakistanis, such an identity has taken them farther away.

She concludes the blog with the Topoi of Uselessness while she warns the countrymen that labelling and tagging a part of the population “only demote Pakistan at a time when it is imperative to pull together as a whole and not break apart into pieces based on labels, which might be hard to put together later”.

Conclusion

The immigrant identity discourse in the form of a blog is embedded in the history of migration and the creation of Pakistan. The discourse constructs and deconstructs Mohajir identity by focussing on certain themes, the major one being the non-acceptance of such an identity and the perils attached with it. The blogger makes use of several discursive strategies with strategy of Dismantling and demontage as a prevalent one through which she expresses her dislike for her identity. The blogger believes that ‘Mohajir' is a label and not an identity. The label with a negative connotation and derogatory denotation. The word is now used pejoratively. It questions the very existence of those people in Pakistan. It makes them an outsider as soon as it is uttered. She calls the label a forced one, which presents them negatively. The text aimed at dismantling the immigrant identity and the need to disown it as the blogger puts “this forced label only hurts my presence, my participation and my identity in a country that I consider my own but that has gradually disowned me over the years”. Thus a use of Discrediting of Identity as a sub-strategy of Strategy of Dismantling is conclusively utilized in the discourse.

The writer in such a situation prefers to be called a Pakistani than a Mohajir. But that is easier said than done because the term Mohajir and the identity that has come to be associated with it is a part of discursive practices that have
formed over decades. Removal or the reconstruction of this identity would need another set of discourses to take roots in the country.

References


ANNEXURE

THE BLOG

Don’t label me Mohajir

By: Aliya Suleman

Published February 11, 2014 The Express Tribune

Being a first generation Mohajir might have felt like stepping into an exciting new territory full of adventures in reassertion of identity, a deeper assimilation into the national fabric and finding a voice in a country teeming with provincialism.

However, as a second generation Mohajir reflecting over the three decades that have transpired since, it seems that these were nothing short of a fool’s dreams that at least I could have survived without. Objectively, I feel that having chased these dreams has actually left me more devoid in numerous avenues than empowered.

Retrospectively, I find it hard to understand why we had to push for an ‘identity’ in a country that was in reality created as our collective identity regardless of language, race or creed. However, much to the contrary, the forthcoming generations of Mohajirs, myself included, are ostracised for having migrated from India while the groups that did not fret are more comfortably assimilated in the national soil.

Talk about giving the dog a bad name and hanging him.

I continue being increasingly convinced that the label of Mohajir has made it near impossible for me to be accepted as a Pakistani in Pakistan. In fact, I wonder where exactly I belong. Personally, I believe it was entirely unnecessary to have even attempted to carve out a ‘niche or identity’ for us in a country that was made for all of us anyway. I feel like I’m labelled as an outsider on account of being Urdu speaking. And on the political front, regardless of whether or not I agree with the party agenda, being Urdu speaking makes me an unwitting member of the only political party representing me.

Interestingly enough, Urdu speaking, like myself, are now even arrogantly brushed aside by ‘rishta walis’ (aunties with proposals) who have added the ‘Urdu speaking’ clause to their regular questionnaire. Many a times when making selections, we, Urdu speaking girls, are not usually preferred. This is just one of many ways we are side-lined in the social avenues.

I hate to be blunt but the steadily increasing notoriety of the party over the years has polished off on the whole lot of us and has a lot to do with the situation.

Overly simplistic as it may sound, I often wonder why it was at all necessary to have created the student association specifically for Mohajirs or
Urdu speaking. Initially, the Mohajir students were grouped aside and gradually, the label spread to the Urdu speaking population in general that had emigrated from India. I think I was better off labelled ‘Muslim’ in a non-Muslim country than as a whole different creed of Muslim who is shunned in a Muslim country.

On that note, I don’t even know why we are even called ‘immigrants’. An entirely new country emerged on the globe in the form of Pakistan on August 14, 1947 and our elders moved here as new citizens. So why the label ‘Mohajir’ at all?

This forced label only hurts my presence, my participation and my identity in a country that I consider my own but that has gradually disowned me over the years.

As a student, I stood out among my peers in my educational institutions. Now I stand out among my colleagues and in my social circles. The fact that I know only Urdu and English is enough indication that I am a Mohajir. Residents of the other four provinces speak the third provincial language and even if they don’t, it is certainly spoken in their homes. I have even noticed people getting visibly uncomfortable around me. They prefer to flock together with ‘similar feathers’ and give preference to another province resident rather than an ‘Urdu speaking’ like myself.

My list of complaints could go on and on.

Don’t pat my head and tell me it is all in my head because it is not. We have started to suffer a lot now and the situation can no longer be brushed aside as a story in our heads or simple paranoia. Karachi has become a crazy hell hole and the burning city has stamped our infamous presence and name in the discussion columns around the world, which is soon disregarded.

Frankly, I have turned into a minority in the country, representing the white part of our flag, and sadly enough, minorities aren’t very kindly accommodated here, especially, an unsavoury one. By hook or by crook, I might enjoy an upper hand in Karachi but in the other areas I am not looked at very kindly. Despite having emigrated from India, being a Mohajir wouldn’t have been such an ‘issue’ if it hadn’t been ‘made such an issue’ with the emergence of an identity that honestly is no help to the common man.

So dear countrymen, do me a favour and refer to me as a Pakistani and not Urdu speaking or Mohajir.

Putting tags on each other and setting each other aside does nothing to strengthen our or the country’s identity internationally or domestically. It only demotes Pakistan at a time when it is imperative to pull together as a whole and not break apart into pieces based on labels, which might be hard to put together later.
Portrayal of Women in Classical Brahui Fiction: A Feminist Perspective

Shamshad Neelam¹ Dr. Abdul Haleem Sadiq²
Dr. Manzoor Baloch³ & Nasreen Baloch⁴

Abstract

This research leads and unfolds a discussion or discourse to evaluate the Brahui society in general and the Brahui classical literature in particular. All over the world, in the history or in present times, societies have deeper impact and footprints on the relevant literatures. Brahui society in its make and appearance is also a tribal society, having patriarchal, patrilineal and hierarchical bases in its very foundation. This nature of society and set of values have effect on almost every subject of study and life. Take a politics, power structure, social structure, values, justice system; economy and literature specially the classical fiction, there is deep influence of patriarchy. Majority of writers and traditionalists advocate that whatever is being produced in the name of literature is the reflection of society and prevailed values. Raising questions of gender balance and female emancipation is like inviting social wrath. Tribal values, conservative thinking and following the prevailed code of society have almost become belief or sacred thing to adhere with. Modern and growth oriented societies review their ideas, intellectual evolution and learning through critical appreciations and balanced analysis. But in case of Brahui literature there is stagnation and very little need had been showed so far to tune it with gender equality and progressive thought process. In this study, we are going to evaluate the portrayal or standing of women in Brahui classical literature specially the fiction. The topic gives a bird’s eye view to scholarship the overall birth of Brahui classical literature, its subjects, gender balances/imbalance and its role as basic resource of understanding social construct of society.

¹ M.Phil Research Scholar, Brahui Department, University of Balochistan, Quetta.
² Director Balochistan Study Centre, University of Balochistan, Quetta
³ Chairperson, Brahui Department, University of Balochistan, Quetta.
⁴ Assistant Professor, Pakistan Study Center, University of Balochistan, Quetta.
Key words: Brahui society and Literature, Patriarchy, Feminism, Oppression and Subordination of women, Mythology, Tribal, customs and values

Introduction

Brahui is considered to be one of the oldest languages of sub-continent. Brahui speaking people are found in Balochistan, Sindh, Afghanistan, Turkmenistan and Iran. The 2016, 19th edition of Ethnologue reports that there are some 2.43 million speakers; out of which 2.21 million live in Pakistan, mainly in the province of Balochistan. Kalat and Mastung Divisions of Balochistan are predominantly Brahui speaking areas. Sarawani, Jhalawani, Rakhshani and Sindhi are four prevailing dialects of Brahui spoken by the common people. Sarawani is considered to be literary dialect, adopted in literature and syllabus of the language taught in educational institutions. There are different theories about the age and origin of Brahui language. Even Brahui researchers have diversified opinions about Brahui language. Following three major theories are largely circulated and debated, besides other less important concepts regarding the origin of Brahui Language:

a. Dravidian Theory.
b. Indo-European or Indo–Aryan Theory.
c. Turrani (Scythian) Theory.

Though Brahui’s are largely considered to be one of the oldest proto Dravidian races in sub-continent that separated from their main Dravidian ancestors some 4 thousand years B.C, yet their written literary history is very much latest. However, there is no scientific and authentic research available to stand for this claim that Brahui’s are decedent of Dravidian race. There is still room of great debate and scientific evidence to prove Brahui’s as Dravidian or pioneers of early Baloch migration, which journeyed to this part of land. Written or countable literary work of Brahui language dates back from the advent of Kalat State (1622A.D) and then after the fall of Kalat state in the hands of British conquerors (1843). Difference of opinion on the evolution and periodicity of Brahui Literature persists among researchers and historians, however a vast majority is agreed on following three periods of Brahui Literature:

a. First Period (Folk Literature)
b. Second period written Literature (From 1309 to 1947)
c. Third period modern Era (from 1947 till date)

There is big jump and missing link between all three periods of Brahui literature. Almost entire treasure of classical fiction was based on the oral
tradition and every generation memorized and transferred it to next generation. Like most of the languages and literatures of the Sub-continent, the credit of compiling, publishing and reproducing Brahui literature goes to British and other western researchers.

“European writers and researchers like Sir Hennery Pottinger, R. leeche, Captain Nicolson, T.G.L Mayor, Grierson and Sir Denys Bray had great contribution in compiling and shaping old Brahui prose, Grammar and Folk Literature.” (Brahui. 2015)

However, the work of compilation of this folk literary treasure started in the end of nineteenth century. European researchers not only collected many Brahui folk songs and folk stories but got published these in research journals and through books. Abbot T.G.L Mayor, Major R. Leech, Dinkies Dixie and Denys Bray are among those notable European historians. Among local researchers, one young man Hafiz Sultan Ahmed gathered many folk songs and published through several articles. Afterwards, famous Brahui researcher Dr. Abdul Rehman Brahui played very pivotal role in compilation and preservation of Brahui folk stories, proverbs, similes and metaphors. In the last quarter of 20th century, Traveller and researcher Afzal Mengal got published half a dozen books on Brahui folk songs and folklores.

**Literature Review**

There are instances of several studies in other local and international literatures on the topic of patriarchy and its influence on literature. Unfortunately, in Brahui literature no such approach has been adopted so far. Only few writers have crossed the limits from the traditional to modern day and unusual subjects. In this connection the work and research of Professor Jawed Akhter, is the first ever milestone leading to travel on this kind of literary trail? His books, “Brahui Adab Ka Naya Tanazur (2002)” “Brahui Adab Ka Samaji Pasmanz (2003)”, “Brahui Adab Main Mutaliay(2007)” and “Brahuiyaat-(2012)” are basic instigators for this article and first mile stone for a way to this kind of literary discourse. The book “Balochistan ka Adab aur Khawateen (2006)” compiled by Dr. Shah Muhammad Marri and Fatima Hasan is yet another effort to give strength to need of this subject. Several other books in Brahui literature help to understand the subject and provide plenty of stuff for the fulfilment of study. Yet these books are directly not written for that purpose but carry enough matter to justify patriarchal Nature of classical Brahui literature.

Much has been written on Brahui literature, but major portion of that work is in Brahui Language whereas, very little has been written for the readers other than Brahui’s. No researcher focuses on the submissive role of women as alive
in the female figures of the Brahui classical literature. The feminist perspective on the subject seems near to nothing. Therefore, this research article is an attempt to fill the research gap and it will hopefully motivate the research scholars on the subject. This is a qualitative study based upon documented and character analysis of females portrayed in the Brahui classical fiction.

. **Debate and Discussion**

In the beginning Brahui speaking population was mostly tribal and of nomadic nature. Their profession was shepherderly. That is why Brahui’s were unaware of the skill of writing. The search for meadows and vast grazing lands was sole enticement that moved them from one place to another. In that period of time most of their feelings, aspirations, ideas and expressions were verbal. After long and exhausting journeys, when they sat together with some sigh of relief, they used to share experiences and stories. Women used to sing folk songs to express their feeling whatsoever, happy or sad. In that period, poetry, which appeared as a powerful form of expression also existed as oral tradition. Different forms of poetry such as, Barnazna, Lailimorr, Maaling, Laday lay laday, Lori, Sozo, Zahiri, Halohalo, Kelodah, Laeko, Lal na dana, Changal and Modae were patronized. (Beedar, 2015).

Besides folk poetry and songs a big number of folk stories are also available in Brahui literature for last many centuries. These old pieces of prose are mainly based on short stories, tales, quizzes and metaphors. Story telling has remained foremost attraction of tribal gathering through centuries.

According to Dr. Abdul Rehman Brahui,

“Tan Naal, Jaato, King and Farmer, Carpenter and his Nephew, Bahadur Khan, Talkhu, Magician Beggar, Four Stupid Brothers, Four Friends, Search of Husband, two Thugs, Secret, Callous Aunty, Step Mother, Step Mother and Step Daughter, Princess, Wise wife, Deception of Women, Beggar, Treasured Fairy, Lakhmir Dacoit, Mula Mansoor, Lal Badshah and Bibi Kabotar and Sale of Dead bodies are some major classical stories that has great impact on Brahui life, thinking and overall behavior of the society.” (Brahui. 2015)

In order to study and evaluate Brahui literature, it is important that we should know the Brahui society, its value system and above all thinking, of which literature is an outcome over the centuries. The Brahui’s have become largely sedentary, but traditionally they are nomadic in nature. Their journey and nomadic nature was developed in many centuries following the search of pasture and grasslands for their herds.

“Nomadic Brahuis still live in “Gidan”, a black blanket like tent, mostly made of goat hair, supported by rainbow shaped flexible wooden pools. This tent “Gidan” can easily be shifted from one place to another when it is required.” (Sabir 2012).
We can observe from the tribal formation that it is very much based on patriarchal rules and there is no room for any women to hold any office in tribal organization. Brahui culture is the set of certain customs, traditions, values and common practices. Though, a largenumber of Brahuis have become sedentary and living in cities, towns and villages rather than nomadic life, but they are still adhered to their roots and customs mainly outcome of their primitive nomadic life. In general women are the creators and saviors of these customs and rituals in the society, but there are very few customs, which favour women.

Denys Bray (2014) writes in the preface of his book as under:

“*The Brahuis are scattered over a wide stretch of country. Little as we know of their early history, we know that they are not of one race, but a medley of people, inheriting diverse traditions and customs from the various stock from which they originally sprung. Moreover, in the East, much more than west in West, it is women who is the true guardian of ancient customs, and Brahui himself cannot lift the veil save from the few women who live within the narrow circle of her family life.*” (Page-XLIII)

In his book *Brahuiyat* Javed Akhtar (2012) argues about the social evolution of Brahuis as thus:

“*The piece of land where Brahui live presently was a set of primitive communism and matriarchal system. According its natural history of evolution the society was gradually moving towards initial stage of slave-owning and patriarchal system with the invention of heavy tools of cultivation and having control of hordes of grain and herds in few hands. This indigenous process was very much interrupted by the Aryan invaders in the region. The excavations of old archaeological sites and presence of Mother Goddess and other sculptures are the remnants of Dravidian life and society here. It is evidence of the fact that there was Matriarchal culture and civilization based on importance of fertility cult, where Mother Goddess was worshipped as supreme power and women had great importance in the society.*”

This new approach gave rise to the concept of male dominance over Brahui women too, Brahui living and primitive communism which existed here, were replaced by new tribal system. To ensure the land tenure, possession and grazing rights a reliable and influential person was chosen as tribal head. Women and elderly people were spared to domestic tasks, whereas young population was assigned a role of shepherdry and cultivation. With the passage of time society adopted social inequality, gender differences and rivalry between women that was a result of new patriarchal system, where men were dominant and women were weak and slave, somehow ghastly character and above all commodity like other goods. The element of contempt and abhor can
be seen in the old Brahui similes and metaphors too. “Woman is the shoe of feet”, “Woman’s wisdom lies in heal of her foot”, “Woman is loyal to no one”, “Woman is an idiot and thankless” and “Do not trust women” are some of the saying and expressions.

People adopted words and certain grammatical formations in their language. Gradually art of detailed conversation and storytelling was developed. This art was used as first wider communication among the population. In this period folklore, quizzes, panegyrics, odes, satires, dirges, elegies, epigrams and eulogies were also developed as verbal part of literature. These classical stories also reveal the social life, issues, values, thinking and level of intelligence of the people of that period.

In Brahui prose we go through several mythological characters, such as: Mamlı, Mama, Pirah, Balah, Jatu, Dat, Chukbar, UchNahar, Yak Tangi, Shetaan, Pari, Jin, Bauanto, and Gamaeti.

Dr. Abdul Rehman Brahui (1982) writers about these characters in this way:

“Jatu (witch): This character completely resembles with woman and has big sharp teeth and wings to fly. It is common perception in Brahuis that when someone falls seriously ill, and no attendant is around the patient, Jatu comes to eat heart of very person.

Balah: She resembles to an old woman. Balah sits on roads and trails, from where people come and go. She asks passers-by to check and clean her head full of lice. If someone refuses to do so, she attacks and kills that person on the spot.

Datt: She is also female character. Datt keeps changing her shapes and identity. She becomes an ass, mare, hen and goat.

Jamaeti: This is Female ghost, which lives in District Chagei. Jamaeti has abode on trees. Her plate is always kept under the tree on which she lives. Every passer-by puts some food or edible items in the plate. Jamiet inflicts loss to that individual, who fails to add food in her serving saucer.

Mamma: Mammam are both male and female characters. They used to come in the human habitat and knock the door of individual who is fixed for pursuit. Female Mamma comes on the door of some man and calls her out in human voice. On attending her out, she drags that man to her burrow, where she releases a fluid by sucking feet of the victim, as he cannot run away.

Pari (Fairy): Parı are very winsome female characters. That is why beautiful women are always compared to Parı. It is common in Brahui’s that if someone
sees Pari flying, he/she will faint on the very sight. Pari’s shadow on men causes serious ailment to him.” Brahui Abdul Rehman Dr. 2015 P-80-81 & 82

One can observe from description and acts of these mythological characters that there is disdain towards women and female gender. Almost all characters are harmful in nature and show greed, furious and unkindness without any big motive. Almost all are unsolicited to human world and trespass the territory for their nefarious designs. It is evident from these characters that these are the creation of patriarchal era, where women or female gender is seen harmful, witchlike and disgusting.

As far as, Brahui classical folktales are concerned, most of these stories are included in Brahui literature through the translation and literary works of western researchers and people who were associated with governance, education and other stocks of British Balochistan. Dr. Abdul Rehman Brahui’s book “Brahui loak Kahnyaan (2015), second edition carries some thirty eight different Brahui folktales.

In a story titled “Amir Hamza and Jamal Ajzdha” all male characters in the story are mighty, supernatural and in position to claim their right by might and fight or by eliminating opponents. On the contrary women are weak, vulnerable and meant for sacrifice or inclined to deception. In story the hero Amir Hamza is very mighty; during journey he defeats two other powerful men. Amir Hamaz beats both in wrestling and befriends them after defeat. At one stage in story narration is like this:

“Amir Hamza asked the girl, why are you crying? She replied! “I live here in little kingdom, where there is a blood thirsty Python. It eats one camel and one human in daily meals. If some day he could not get his full meals, he will come for sure and destroy the entire city. Every household has fed him accordingly and it is turn of our home to nourish the Python. My father has passed away; I have two brothers and mother back home. My mother said to me that instead of my brothers, I should go along with our camel to scarify my life. Mother also said, as I am of no use, therefore, my brothers would be saved with this act. (Brahui. 2015)

This part of story tells that women and animals are equal and meant for sacrifice. A girl was sent by another woman (her mother) to give her life, as two brothers can be saved from the hunt of Python. This shows that the society at that time also needed men to run the wheel of life as they were important and valuable beings. In the same story an old lady is portrayed as charlatan, who kills Amir Hamaza and deceives his wife and sister.
Another folk tale “Raaz” (a secret) from Brahui classical literature is based on a lesson to learn the very fact that never ever share a secret with wife (women), as she has weak disposition and can put a man in great danger. The saint, while breathing his last, tells the very fact to merchant’s son that never ever share secret with your woman (wife). To testify the last words of that white beard saint, the King and the Merchant’s son, who is friend of king, make a little tricky strategy. The story concludes as follows:

“King ordered that the woman should be offered several lashes in the center of city and this harbinger should be spread all around the kingdom as all women should show loyalty with their husbands in any case.”

The moral of the story was very obvious that dying white beard Saint was true that “never ever share the secret with your wife.” In this story, it has been portrayed that women is untrustworthy, superficial and imprudent. She is supposed to be loyal at any cost.

In the story “Nairi Na Bewafai” betrayal of woman, a very beautiful and wealthy prince, that came to know about his beauty by looking into the mirror with coincidence. He was so beautiful that his father “King” ordered everybody around prince, not to show him mirror. On realization of his beauty, Prince went out to search equally beautiful woman. Through long journey and efforts prince meets a saint (Qalandar), who first warned him not to marry women, because of their disloyalty. In words of Brahui story:

“Qalandar, shazada y baz samjhafy, paray zaifa wafadar mafak”

Translation: Qalandar tried to convince Prince very much and said, “Woman is disloyal” (Mengal, 2004)

With the passage of time, Prince’s wife bridges a relation with certain wealthy merchant, who manages a clandestine tunnel from his residence to the castle, in order to meet the princess. Prince with the help of his friend succeeds in tracing her wife’s suspicious acts and kills her on justification of betrayal. Story ends with the moral that women are disloyal and cannot be trusted. Prince recalls the early words of Qalander, “Dasadoy Qalandar Badshanaheetyat bus kay zaifawafadarmafak.” (Mengal, 2004).

In classical story “Dhobi Na Massaar” Washer man’s Daughter, a sage old man says to king as under:

“If you have baby girl, you will become extreme poor and beg in the streets, on the contrary if you have a baby son, you will flourish and have bright future ahead.”

(Mengal-1988, P-61)
Classical story “Chaar Eelum Na Kisa” story of four brothers narrates at one stage as under:

“The thief (one of four brothers) went to her wife and said to her, my brothers have come a long way, now you have to do something for their welcome. Wife replied I do not see any clear way out right now, but there is one thing; king’s son is interested in me since long nevertheless, I have not given him any response. Today I will go to him for your brothers’ sake. Thief said, “Do whatever you want, because I have to give honour and feast to my brothers at any cost.”” (Afzal, 2004) P-33, 34

Story “Duzzna Kisa” a tale of theft, portrays a plight of a minister who takes loan from some wealthy merchant by using her wife. ‘Minister says, I have taken loan and other things from merchant, tonight you have to visit his home. On refusal of her wife, Minister beats her black and blue.” (Mengal. 2004).

In another story” Nari Na makurfraib” (a deception of woman) focused on moral that women’s art of deception and falseness is very part of their nature and they can show it any time. One day husband says to her wife, “I have heard that women are very deceptive in nature and artistic hypocrite, but I have never seen you showing that.” Her husband demanded to show him, true nature of her. According to story, after few days wife started showing her true colors. Story concludes on the final conversation of husband and wife as under:

“When villagers tied her husband with ropes and left him in the isolated room, her wife went to husband and said, “Did you see my deception? How easily I proved that your mind has gone off the hinges. Then she unchained her husband. Husband said, “Oh I see! Now I realize that a woman is the statue of deception and lies. When she uses her very power, no one can understand her.” (Brahui, 2015)

In above story the fabricator or teller wants to prove that deception is deep rooted virtue of women. It is inside her genes and can be ignited at any stage.

Other classical stories in Brahui literature like Hussan Darr, Callous Aunty, Step Mother, Step mother and step daughter, Lal Badshah, Bibi Katoor and Four friends have almost similar message that women is weak, disloyal, greedy, charlatan and lesser creature and on the complete mercy of men.

Folktales are the best way to judge the overall thinking of then society, its social structure including the gender standing. Most of these stories available today in Brahui literature have several commonalities in way of presentation, opening, characters, objectives, journey and conclusion. In these stories we find certain worldly king, princess, Merchant, landlord, fairy, witch, python, and monsters. Almost every story begins with the praise of unnamed king,
whose kingdom and territory is unidentified. There are certain princes who are in search of beautiful fairy, treasure and territory. In stories they are bound to fight for women, wealth and worldly things. Almost in all stories except few, women are secondary characters, exposed as greedy, conspirator, infidel, witchlike and villainess. The contempt for old women is very obvious; therefore, she is portrayed as inquisitive, spy, problematic and full of negativity. From the study of these stories it is seen that these stories are made or fabricated during the ripe patriarchal age of Brahu society, where men in the name of king, prince, merchant, commander, farmer, shopkeeper and artisan is very potent, kind, philanthropic, avenger, generous, indefatigable and above all indispensable. Whereas, women except in few cases of beautiful women and princess is largely portrayed as conspirator, greedy, witchlike and foolish in nature.

There is huge jump in Brahu written literature in the whole mapped history of literature. We do not see any continuity between that classical literatures based on mythological characters and folktales as well as literature available in later stages of socio-political development of Brahu society.

**Conclusion**

The study of Brahu classical prose concludes that, there is an element of amusement, thrill, travelling adventures and art of storytelling for common reader in it, but as far as, portrayal of women and gender roles are concerned, this literature depicts very gloomy picture of women. Being a source of folk wisdom and initial literary treasure, this prose has deep impact and foot prints on overall thinking of society, especially when it comes to address the role of women in the Brahu society. Though centuries have passed while classical literature came into actuality, but society in its conduct and understanding about women has changed very little. Acceptance of this literature coupled with the heroic actions of male characters and subdue role of women strengthens the ideas of patriarchal values. We can say that classical literature help to give information and understanding regarding past times, but there is no need to count this literature as matter of pride. The lessons learnt from these stories and other mythological characters have misled many generations of Brahu-Baloch society.

Women’s subdue and negative role cannot be eradicated until deep rooted philosophy is replaced by rational discussion and healthy criticism on those aspects of literature. Women’s subjugation is rooted in the socio-economic and political conditions of system and women’s emancipation and equal role cannot be attained without changing the basic ideas of common reader, in order to show him right and just path of thinking.
References


Bedar, Qayoom (2001) “*Barhui Nisai Adab Ka Tahqiqi o Tanqidi Mutaliya*: Brahui Academy Quetta Pakistan.


Lerner, Gerda (1986) “In the creation of Patriarchy: volume 1, Women and History.


Research overview of Imagery in Brahui short stories

Shah Muhammad Aajiz¹, Abida Baloch² & Dr. Manzoor Baloch³

Abstract

Imagery brings beauty in all genres of literature. It Polishes the other aspects and makes the creation more beautiful. The aim of this paper is to show that the imagery is essential for a literary piece of writing and at the same time the technical aspects makes it meaningful. The main findings of this paper were that imagery affects the mind and brings up the merits and demerits of society and takes the reader into deep imagination. It is tied with our society because our people have spent a nomadic life. They have got their bread and butter by keeping animals and by agriculture. Owing to flocks they have tried to live near oasis and then they have spent their life according to their customs. Their sorrows and happiness, tribal battles and their solution, eating and wearing, migration with change of seasons has remained part of their customs. If any writer wants to promote and capture the true picture of society then he should consider imagery as essential part because without imagery it is impossible to capture the true picture of society.

Key words: Imagery, Agriculture, Migration, Imagination, Short stories.

Imagery in Brahui short stories

Short stories are that part of literature which not only brings up the sorrows of the society but it also brings up the beauty of society. Musafir (the passenger) is the Brahui’s first short story written by Mir Haibat Khan. It was first published in “Nava-e-Bolan”.

An old man was standing on the head side of the grave in Bibi Nani. Sardar, reached near and called, O, old man, who are you? Replied, come forward Sardar. I am a passenger, today I am your guest Sardar went forward welcomed the old man, and moved towards guest room along with the old man. Sardar Adal Khan had his usual get together at night, children assembled there to see

¹ M.Phill scholar department of Brahui University of Balochistan, Quetta.
² Assistant Professor, department of Brahui University of Balochistan, Quetta.
³ Chairperson, Department of Brahui, University of Balochistan, Quetta.
the guest. Sardar first asked his own people and then moved towards guest. My dear old man! Tell us something about yourself. Old man looked around and said O my dear Sardar! Some thirty years ago I used to live in Mari’s area, I do not remember their first battle but I do remember the second one which they fought against Britain’s. I do remember at that time I was young and I became the guest in Mari’s house…Sardar! It’s the thirtieth year since I had been to my home.

I conveyed the message of that brave lady to every Giddan (camp) and every home of this country and on the other hand to the Baloch’s of Persia. I heard the firing of Jiand. I saw him fighting with the British. I have remained the friend of martyred Noora M the Jhalawan. I have washed his wounds in my own hands. (Brahui, 2015)

Haibat Khan in his short story “The Passenger” has brought up the social customs. Our people have spent gipsy life. In summer they have gone to Khurasan and in winter they have gone to Kachhi. Haibat Khan has done the imagery of gipsy life, he has given the message of friendship, brotherhood, unity and along with it, he has awarded his nation about British attacks. Haibat Khan has awakened his nation against the upcoming enemy and that is why he has used the word “Passenger” in his short story to bring unity. He has brought up the emotions of women and shown that how ladies can be productive for the society. How do they struggle to save their country and how caravans stay during their journey and spend their night?

Children play with their age fellows and sit with their elders. They lit the fire and get together. Women get busy with cooking. Camels and other animals are tied near the house in the row, and it looks so beautiful.

Ghulam Nabi Rahi is one of the initiators of Brahui short stories. He has described prison in his short story (Qaidi) “Prisoner.” Bhalla Jeela has been exchanged on my behalf. After the check-up of other prisoners, I went back and sat in my room. I took few pages and kept before myself. At the same time a man came and told that one prisoner wants to meet you. The prisoner entered and paid salaam, I answered and kept on reading the pages. Without raising my head I asked “How did you come.” The prisoner replied, “My dear raise your head.”

When I saw the prisoner I got surprised because he was my childhood friend “Nawab.” I stood up and hugged him for a while.

I stood speechless and was astonished as what to say? At last I asked Nawab! How you reached here? Nawab kept quiet, his complexion turned red and his eyes were full of tears and he was in deep predicament. One day in morning
Jannat and I fought with each other and then I left for office. When I reached office I was not in mood to work. All the friends inquired me the reason but I was answerless. Then I got short leave and went home. When I reached at the gate of my house I was locked unusually more strongly. At least I pushed the gate and entered in the house. When I entered I was shocked, I saw Mian Sahib that Jannat…. World became dark before my eyes I knew nothing. I heard a scream twice. Now everything got clear before my eyes. I saw gun in my hands and two dead bodies were lying before me. Nawab finished his painful situation and story but I knew nothing I was in deep thought, Nawab stood and left slowly. (Rahi, 2015)

When you are in prison, it reminds you the day which you have practically seen. Now when Nawab’s friend is transferred to that jail, where Nawab is already in prison. When Nawab’s childhood friend passes by, he really wants to meet him. Prison is like a big place which has got a strong gate, there are small room in the same prison having the iron door which are too much strong and they have slight distance. Here the outsiders are allowed to come and talk. But it’s difficult for a man to go outside. Even a man himself doesn’t want to go outside. In the corner of the same rooms there are other rooms as well where police officer sits. When Nawab’s friend comes to his office, there he finds so many chairs arranged in his office. There is table before the officer to keep the official documents. Here prisoners and outsiders are not allowed without permission.

“Today prisoners were very happy because they have welcomed a new guest. All the prisoners encircled him; everyone wanted him to join their group. Jailor came took the new prisoner Sherdil and showed him his room number, and then he started moving towards his room. Constable just unlocked the room and then pushed him inside. There was a handsome boy sitting in the corner of the same room and was upset. When he saw Sherdil he just got happy. He welcomed him as he had spent six months alone in the same room. He took Sherdil from his hand and made him sit on his own place. He started asking about his life and Sherdil told him everything about. (Dost, 1957)

In this short story the writers has described the scenes of prison along with outside scenes. In this short story Gullu is the son of a rich man. His future is a rich man. Gullu gets young with a lot of love and care. But when his father passes away then he loses the love as well. His mother is alone at home now. She is an old lady and is quite weak owing to so many diseases. In villages people would consult old ladies for their treatment. But the treatment requires knowledge which Gullu is unaware of. His loses all his wealth in household expenditure. In the cities there would only be two rooms, a guest room and a kitchen, the door of the guest room would usually be opened from the outside.
Because of poverty Gullu gets ready to steal something from the house of the chief. There would be so many servants, his family members, who slept in different rooms. In every room there would be a shelf for the dishes and the curtains as well.

The day when women sit and do embroidery and handicrafts, then they make flowers of different colors. Which make the house beautiful. In the same way they make one place where they keep their blankets is known as “Baroonk” they keep their boxes as well. On that pieces they put beautiful clothes they make embroidery on them as well. People used to keep their money under the “Baroonk”, Gullu opens the Box. Then he tries to skip, as he stands up his head gets stuck with wooden table where dishes are kept. The dishes fell down meanwhile the people of the house wake up. At the same time the servant reaches to Sardar’s house and captures Gullu red handed. In the same way there is only one judge in the court and before the judge there is one big table, which has got too long buckets from its both sides. Thus Gullu is sent to prison for three years.

Raheem Bux was sitting upset and was looking in the face of Shakar Jan, he just twisted his tongue to say something but Shakar Jan was in deep thoughts and was taking out threads from the carpet. They both wanted to know each other voice of heart and thus Raheem Bux once again fails to understand anything. (Raisani, 1984)

Today Raheem Bux was sitting in front of his house and was lost in deep thoughts. In village the rooms are built in rows and that is the reason why the kitchens are built in the corner. They put carpet in summer in front of their room where they get together after the sunset or in the evening they sit in the shadows of the rooms. But when a man gets alone or upset then he knows not what to do.

“Seven years ago one night Raheem Bux was celebrating the birthday of his first son Nawaz. Everyone was busy in dancing and gossip, at once people heard the voice of firing Dancers and their team got happy. They were moving in circle as the Peasants move when they fight. Everybody was expecting that Raheem Bux will do nothing special but at least will fire seven bullets. (Ibid, 1986)

In the village the big houses confine the happiness, in the same in bunny house if any baby would get birth for that the happiness would open his wings. The big room would remain better for them during summer season. They would have lit candles before the house, and males and females get together. Women had their own gatherings rather the males would have danced for their relative. Drummers would beat the drums and dancers would dance with the beat of the
drums. The same house would shine like a day. It was light everywhere. The eyes of every dancer were shining. Everybody was enjoying the dance along with music. Somewhere firing is also considered the sign of happiness along with music Rehmatullah writes in his short story “What happened” that; He started from the dream, screamed, it was such a shout which made everyone shocked.

Nazo was sleeping in her room; her shout was not only heard by her family but by the people of her neighborhood. Everyone was shocked that what happened in their house. They thought that they may have a patient in their house or someone has died. They at once ran and reached to Nazo’s house. They saw Nazo, she was shocked. She was drenched with sweat her long hair were hiding her face. Her beautiful face has turned yellow. Her beautiful eyes were moving around four corners of the house. Nazo was not speaking with anyone. Her neighbors tried to talk to her, her parent and all her relatives were perplexed and were sitting around her.

Nazo said, o my sister a rich man has access to everything. What did my parents do with me for just five thousand rupees saying this Nazo got unconscious? Her parents, relatives and neighbors just came to her. But Nazo was not getting up. Everybody was crying and saying O my God! What happened? (Anjum, 2015)

In this short story the dad fell in the well of sorrow. Nazo was the poor daughter of rich parents. Their one and only daughter were too much dear to them. One day she was sleeping, she wakes up at once and shouts, her shout was heard by all her neighbors. In cities the houses are built nearer to each other. Their walls are attached with each other. Sometimes they only have the distance of one and only the wall. Nazo’s voice was heard by everyone owing to the calmness. When the neighbors heard her voice they came out of their homes. Few of them directly came to Nazo’s home. God forbid if anybody dies in the neighborhood then the weeping and crying starts in that house. So everybody just rushed to their home. Everybody tries to fulfill the responsibility of their neighborhood that was the reason why everybody was running Nazo’s home. Everybody was standing near Nazo; and Nazo was just lying unconscious and was unaware of her condition.

Shaheena Anjum writes in her short story (Baram) “The marriage” that In Nawab sahib house the storm of fury and confusion has appeared which has taken everyone is its orbit. This house has always enjoyed the happiness day and night. They would celebrate their days like Eid and nights like weddings. But today everyone was in the state of confusion and sorrows as if they have already been told that they are going to suffer with an earth quake. Because the
news was too much astonishing. Nawab sahib younger son Anwar has clearly refused to marry his cousin.

Mother’s pat is the first institute of a child. Father says that education makes the girls shameless but I do remember when I went to meet Bibi on the occasion of Eid, they called Zaibo. They said Zaib, take your brother aside when Zaib came, she was in sky blue color clothes which were have Balochi embroidery, wearing beautiful jewelry and was too much respectful.

Anwar got married; Zaib was looking too much beautiful with this white dress. Rubi’s mother took Rubi; Anwar gave the garland to Safia and went to fulfill his responsibility. Anwar was looking at her for a long time. Zeba you are too much respectful and high and can’t be equal to the soil of your feet. You were pious for me before and still you are goddess for me. Anwar and Safia left to perform Haj as they received a registry. Anwar gave all his property to Rubi.

(Rehmatullah, 2015)

Marriage is such a ceremony where a man selects his life partner who has to be along with him on his long journey of sorrows and happiness. She becomes such a friend who consoles him in sad moments and increases the happiness in happy moments. In this short story a step brother goes against his step brother. Anwar is an educated man, his father Nawab wants him to marry his paternal cousin, which he refuses. Nawab calls his mother to show his anger.

Women always respect their husbands. They know when the Gents get angry and when they get cook. Nawab is too much angry at his son Anwar. Anwar’s step brother is also standing before Nawab. Anwar’s mother is also there. There are few chairs in the house. Nawab is a rich man who has constructed a gallery where he sits after sunset. His family members also sit there sometime. If any incident takes place anywhere he sits there to solve their issues.

Gul Bangulzai writes in his short story (Garebi Na Zindagi) “Life in poverty” that…Khaliqdad reached to bazar after walking for 15 miles. He could not see his way in the bazar owing to the grief. He was abused by so many people but he has just refused to answer anyone as if he had sewed his lips. He walked all the day but could not find his friend’s shop. He was much confused he could not think anything; At least a man from the city saw him, took him from his hand and showed him his shop.

Khaliqdad entered in the shop, his friend was sitting and was giving clothes to one of the customers. When he got free, he asked about his health. Khaliqdad told him about his son who is suffering with disease and asked for money. His friend at once refused him by saying that my business is not going well I can’t
help you. When he heard this, he was shocked for him the shop and the sky both were circulating. He left the shop hopelessly. (Bangulzai, 2015)

Nadir Qambrani writes in his short story “Sea karr daireh ” that…..Those tall trees of snober, these big mountains can take you away, you just say this long way of stones can take this place; this beautiful moon will not shine from today on words this breeze will not blow, if these things will remain constant then how can I forget you.

Gul Naaz! For a long time we are together, we got young together, we became grownups together, but we never thought something wrong for each other, today we are going away from each other, now who can stop the public discussion about us.

One day suddenly Baanz Khan saw Sher Jan’s scarf in Gul Naz’s box where it was found in Gul Naz’s clothes. He was in such of a pretend against Gul Naaz and he was against Sher Jan as well…

Every day in the morning Sher Jan and one of his friends left to inquire about one shepherd’s health, who lived in the middle of mountains. They took oil and floor too with themselves. They reached there asked about his health; they brought herbals from the mountain and gave him to eat. Sher Jan provided the sugar, oil and other things to his family. Before evening they left from there, crossed the mountains. There was a forest of juniper trees. Baanz Khan along with his few friends have already hidden themselves in this forest, when Sher Jan reached in the range, he opened fire on him, the bullets entered in his body, wounding his lever and heart came out of his body. Baanz Khan just walked around him confirmed his death and then sat on his horse and left for home, where Gul Naaz was sitting as per her daily routine, Baanz Khan reached and opened fire on her and killed her. He just took Sher Jan’s handkerchief from Gul Naz’s box and announced that he has killed both of them owing to their bad relations. (Mirza, 2015)

In this short story Nadir Qambrani has tried imagery along with the characters and plots. Somewhere he has brought the character of Sher Jan as a symbol of love, as Sher Jan comes to meet Gul Naaz after the sun sets. The house is big where they meet and Gul Naaz tells her story of sorrows to Sher Jan. on other hand Sher Jan captures the attention of people by having his camp in the middle of mountains. Where he shares knowledge and teaches the children of the town. Mountain encircles the camp. There is one ground in front of that camp. There is one big drain in the middle of mountain which takes the rainy water away. There the herbals are found which are used us a medicine.

Gul Bangulzai writes in his short story “Unaware trouble” that…..
It was the second day when the cool breeze was continuously blowing. It has been that the snow has turn hard like cement, nobody could go anywhere. In such a cool breeze Ameer Baig came out of train with a dozen of bulls. These animals have never experienced such a cold weather before that’s why they were trembling.

At night when Ameer Baig went to his bed sleep but he could not do so. He was alone in this house. He has a brother, but a few relatives, who were always against him. They themselves have never tried to earn their bread and butter, they were also burden on Ameer Baig’s shoulders. (Bangulzai, 1984)

When the cold breeze opens its wings it takes other breeze as well that is why people get together and go. Thus the white carpet of snow on the mountains refreshes the soul of the people. Every tree has downed its head in honor of snow. Snow provides life to every branch of tree. It comes to know about its beauty. Every plant on the mountain has hidden itself in the white scarf. It knows that today’s snow is the message of tomorrow’s happiness. Snow lying in the ground gets hard like cement. A man slips on it every roof was looking white owing to snow. Everybody was there on its roof and taking the snow off. There was smoke coming out of every chimni. Their feet were paralyzed they were unaware whether feet are working or not.

Arif Zia writes in his short story (Ashraf-ul-Makhlukat) “Supreme creature” that… am the supreme creature... he thought… My supremacy has been acknowledged by all the creatures… I have been sent as a council to God on this earth… My thoughts and wisdom can change the world… It strengthens its power and changed its shape. Bones of his body were making noise as if two roads have clashed but he failed to change its shape. (Zia, 1984)

Flowers and other plants have lessen their age in Dasht. Every tree has thrown its leaps. Every branch of tree is dried owing to less water. Animals search everywhere. They can’t find anything except mountains. Dried air has made the people too much lazy. People are helpless along with the animals living in these deserts and mountains people find nothing to eat that is why they are weak and can’t even turn themselves while sleeping. Owing to lack of water their lips and legs are dried. They can’t open their jaws. They don’t have power to walk they move their eyes helplessly. Their breath has stopped in their throat. An airplane is taking food for those who they are suffering with drought on the other complaining to God that what is less in your treasures.

Ghamkhuar Hayat writes in his short story (Tubeh na Khoon) “The murder of moon” that… In Mastung near to Sungur I heard the girls voice and the beating of drums. In the house the towers made of paper were also moving in
way as if they are dancing along with children. Everybody was happy because today it was Saeed’s weddings…

In the morning when Shah Bibi was washing Saeed’s dead body side “Saeed’s all body is green like the grain poison. (Hayat, 2011)

In life if anybody gets chance to get happy then he has a lot of ways to celebrate this happiness. Sometime people visit the shrines of saints to bag happy. And sometime people celebrate happiness with beating drums and dancing. If anywhere wedding is being celebrated then they start dancing and enjoying a week before.

They apply henna openly on the hands of groom. Applying henna has its own process. It’s brought in a plate, they put green leaves on it. They start it from the right hand and then on feet. Then they put a piece of cloth on the shoulders of groom. On wedding day everybody along with the relatives take lunch it grooms home. Few people wear their clothes and then they collect money for groom known as “Sargasht”.

After that they take groom to the bridals home while singing and dancing. Meanwhile the process of wedlock starts. Then bridal and groom are left in a room. If the girl was pious and urgent then the groom will come out of his room happily. Otherwise she will be killed and her complete family will face troubles. Those Saeed’s first night become last night of his life.

Professor Tahira Ehsas Jattak writes in her short story (Uff dah kismat) “Oh the luck” that…

Lash green trees, and the unpaved road, our vehicle moved ahead and I felt thirsty. I opened the cooler but it was empty. Farooq laughed and side “O princess! You love visiting! Now from where should I bring water for you? I side “Get relax there is nothing to worry about. You can see houses her mountainous people are hospitable. Let’s move to this house. We left while looking to the green trees. It was the beauty of nature…

O my father … the aged man took few candies from his pocket and put on his hand, this old man respected a lot. When we returned I was only thinking about the twenty years old girl and her husband was fifty years old man, this is all about luck! (Jattak, 2001)

People living in the villages water the greenery with the blood of their heart. Their love has expanded as the flowers and plants have been expanded in the mountains. They have always lived near mountains. The beauty of mountains has beauty feed their life. They give beautiful shops to their camps with the
some animals. Their handmade shoes turn the hot weather cool. They just raise the camp from one side with makes the camp cool.

Today technology has facilitated the life in cities, but in villages the people use their hand made things to facilitate their lives. It is the reason why people sleep well in the hot days of summer in their camp. They serve their guests with all their cultural dishes and people really enjoy their hospitality.

Waheed Zaheer writes in his short story (G Bawah) “Yes my father” that…Poverty was not in moot to go away from the house; diseases were sitting like an owl and were not ready to blank. Inhumanity was laughing like a dine on their condition. Sleeplessness has occupied their house like a drought. Nobody was realizing the pain of Nabo, his wife and his one and only son. Today once again we fought with them. If you require any weapon just order.

The old man said nothing expect this word “Yes my father. (Zaheer, 2002)

In most of region ladies make their own customs, which has become the bone of conception. They do it whether its bridal’s house or groom’s. Their relatives write poetries on them and then sing. Somewhere they praise bridal and somewhere the groom. And the some when they come for wedlock then groom’s sister brings a lot of things for bridal like oil, soap, comb and other things which are required for makeup. They enter in bridal’s room to keep all the things. Groom’s sister with her relatives reaches to bridal’s room. On the other hand groom’s sister is standing for opening the door bridal’s sister as keep then to pay money and then enter. Somewhere groom’s sisters give 500 rupees and enter and somewhere 1000 rupees to enter in bridal’s room she doesn’t open the door until money is not paid.

**Conclusion**

Brahui literature like other literatures of the world has a lot in its every genre. Short story writing got much late “Beginning” though it was late started in Brahui even then its standing shoulder to shoulder to with other literatures. Today Brahui story is fulfilling all the technical requirements of short stories. Short story shortens the long story. Where realities are written with the imagery. Imagery beautifies the short story and makes it more interesting for the reader. If short story is written without imagery then it remains only a piece of writing. In short story along with its technicality the condition of the society and a message is provided.
If anybody wants to beautify its written work then it’s essential to discuss realities along with imagery. Imagery beautifies that written piece. If anybody wants to write a short story on any social issue then he has to discuss the realities along with imagery. If someone wants to writes a short story on women then it’s necessary to write imagery. If you want to discuss village life then you have discuss realities, the big houses and other relevant thing in short story. If you have to writes about evening get together then you should mention the hospitality, the place and the things which are much essential for the imagery.

If somewhere the hope for rain is discussed then the cool air, the blooming flowers, trees and the drops of the rain which quenched the thirst of the soil. Imagery is much essential for every genre of literature without imagery nobody can enjoy the real taste of the written piece. Thus is clear that imagery is indispensable for every literary piece of writing.

References


Raisani, Taj (1986). Anjeer Na Pull Kal Publishers Afsana Sanat Dowa, Page No. 1, 2


Qumbrani, Nadir Balochi January,1957. (Karachi) Qamar mention Lee market Karachi Page No. 42, 44, 45
Mirza, Zafar. (2nd edition 2015). *Tuhsha* Brahui Academy Quetta Page No. 82, 83


Jattak, Professor Tahira Ehsas (2001). *Saf Na Istar* Brahui Adabi Society Quetta Page No. 45, 46

Naaz, Raheem (2007). *Dethar na kharheenk* Brahui Academy Quetta Page No. 23, 27


Sadaf, Humera (2012). *Nuskhal* Brahui Adabi Society Quetta Page No. 10, 14


Relationship between Age, Gender and Conflict management styles and its effect on employee performance in the major universities of Quetta City

Uzma Jaffer¹ & Dr. Muhammad Shafiq²

Abstract

The issue of conflict has gained much importance in current period due to the clashes and disagreements among people of different culture working together at one place. This study was intended to look into the belief that may prevail between gender, age and conflict management styles. Particularly, the objective of the study is to match the conflict management styles prefer by male and female and by age diverse groups in major universities of Quetta and also to inspect the impact of each conflict management style on employee performance. The standardized self-administered adapted questionnaire by Thomas and Kilman (1974) was used to evaluate the conflict management styles of 300 participants (157 males, 143 females) selected at random from 4 major universities of Quetta i.e, university of Balochistan, Sardar Bahadur khan women’s University, BUIITEMS and Al-Hammd University. Outcome of this study showed that, female, when compared with their male counterparts are more prone to use the compromising conflict management style and male utilize the avoiding style more often. One –way ANOVA showed that only the first group 25-35 is significantly related with compromising whereas the rest of the styles showed no difference. According to the results of Pearson’s correlation competitive and avoiding are negatively significantly correlated with employee performance whereas collaborating, compromising and accommodating are positively correlated with employee performance.

Keywords: Conflict management styles, gender, compromising, avoiding, competition, collaborating and accommodating.

Introduction

Conflict a controversial term on which theorist themselves have conflict, appears in mind in a negative sense that doubles the difficulties of a job. But in a broader sense some level of conflict has a blessing of positive outcome. If managed correctly, can kindle progress in ways harmony often cannot.

¹Lecturer, Commerce department, SBK Women’s university
²Commerce department, University of Balochistan, Quetta.
Conflicts that are managed poorly cause both direct and indirect cost to the organization among which losing of customers and capable employees is the worst another is the loss of time spent on resolving conflicts rather than on fulfilling work and attaining objectives. There are number of factors responsible for conflict such as Personality characteristics, organizational structure (Brewer et al., 2002), interpersonal needs, individual behavior (Visser et al., 2001) etc. Now the organizations are diversifying in terms of age, gender, education, culture, religion, race and on ethnic basis. Each affects the conflict handling techniques but this study focus on the age and gender differences. There are five Conflict Management techniques used either by one or both parties to cope with a conflict these techniques are competing, cooperating, accommodating, compromising and collaborating according to studies done by several researchers gender and age diverse groups have their own criteria of selecting the conflict management styles. Each style is useful in some situations and each style has its drawbacks. The skill is to analyze the situation and then determine the appropriate action.

According to (Awan & Kaleemullah, 2015) conflicts if managed properly has the potential to promote open communication, participative decision making, regular feedback which enhance the flow of new ideas and build up work relationship that ultimately boast the morale of employees whereas poorly managed conflicts hamper the employee performance.

**Literature Review**

**Conflict**

No matter who we are or from where we belong to if we are in direct contact with other people then we are likely to be involved in some form of conflict whether it be a minor friction or tremendous one (McConnon & McConnon, 2011). (Kazimoto, 2013) believed that at workplace conflict is the existence of disagreement among workforce due to incompatible goals, interest and values that frustrate each other’s in attempting to achieve objective. According to (Rahim, 2002) organizational conflicts occur due to engagement of certain actors in behavior that are contrary with those of co-workers within organizations, employees of other institutes or individuals who employ the products and services of organization.

Certain tactics are involved in managing conflicts such as enhancing conflict handling skills through learning and giving awareness about conflict management styles and establishing a structure for management of conflict (Robbins & Judge, 2011). Organizational conflicts have become more intensifies as before as the organizations are moving towards more flatter and decentralized structures (Aula & Siira, 2010).
Preez V (1998) said conflicts are neither bad nor good, wrong or right it is the parties involved in conflict who perceive conflict differently and attach value to the established meaning. People feelings, beliefs and values attached with those involve in conflict determine the conflict results.

Number of positive outcomes are associated with conflict such as innovation, creativity, less organizational stagnation, higher performance and motivation, and the growth of individuals.

(Harvey & Brown, 1988) recommended that conflict cannot be constructive if it is personality-oriented rather than issue oriented, conflicts are said to be healthy when it sharpens people’s through process, when it is appropriate to the goals of the group and when possible winners and losers are not produce through the process of conflict.

Blake & Mouton dual dimensional managerial Grid provided base for the development of conflict management style model with two dimensions assertiveness and cooperativeness (Rahim & Bonoma, 1979). (Rahim, 1979) suggested that people with low apprehension for themselves and low concern for others most often use avoiding conflict management style means such people avoid the conflict altogether. Parties which show high self-interest and high interest for others means they would prefer collaborating style in order to reach to a solution that is acceptable for the conflicting parties involved. (Rahim & Bonoma, 1979) further added that people with high apprehension for themselves but are less concerned for other would prefer to use competitive style. An individual with little concern for self but are highly concerned for others would use the accommodating style and finally individuals with mediocre concern for self and with the same middle level interest in others prefer compromising style.

Age

Age is an important determinant of workplace diversity, it encourages the multi-generational workforce with distinct skills to work together for achieving the organization’s corporate goal (McQuerrey, 2017). Elimination of discrimination on the basis of age enables the manager to attract, retain and motivate the competent employees as well as to provide opportunities for their growth and development. As age diversity brings in people having wide diverse knowledge and wide range experience (Gellner & Veen, 2013).

The important component of business success is diversity that brings in quality decision –making, adaptability, flexibility and innovation as important for global competition Age diversity is based on the assumption that people working in same organization have grew up in different time periods and they
possess different skills, abilities, experience, views, values and expectations etc (Glass, 2007).

**Gender**

A feminist-sociological analysis maintains that the idea of “gender” refers to the culturally and socially constructed dimensions of one’s biological sex. According to (Alexander & Anderson, 1993) “In social context Gender functions as similar to class and race-ethnicity that measures our life chances and directs our social links with others”.

In the words of (Scott, 1986), gender refers to the qualitative divergence and divisions between women and men (for example, their gender roles and gendered identities), as well as the quantitative power disparity that signifies the social connection between men and women.

Gender roles vary with each society’s culture and beliefs depending on the values and parameters located by each society (Blackstone, 2003).

**Performance**

According to (Vosloban, 2012) When talking about the company’s internal marketing the performance is considered as one of the important aspect. Reaching performance to the highest-level leads company to the continuous development and also brings continuous increase in the market standards but becomes more and more a challenging for a company.

Today organization are facing dynamic environment and edge–cutting competition, in such uncertain situations business has to meet certain standards by improving their performance otherwise the organizations have to face lots of troubles including the threat to shut down the business the performance relate to the individual and firm level, employees are the most important resource in obtaining the organizational objectives (Muda et al., 2014).

According to (Campbell, 1990) performance is defined as behavior of employee and not outcome However outcomes is the result of employee performance and the outcomes are effected by certain other external factors. Certain methods can be employed to evaluate employees as well as organizational performance (Wong & Wong, 2007; Vosloban, 2012).
Theoretical Framework

**HYPOTHESIS:**

H₁: There is a relationship between age diversity and Conflict management styles.

H₂: Gender and conflict management styles are correlated.

H₃: There is a significant correlation among conflict management styles and employee performance.

H₃a: Competitive conflict management style and employee performance are negatively correlated.

H₃b: Avoiding conflict management style and employee performance are negatively correlated.

H₃c: There is positive correlation between compromising style of conflict management and employee performance.

H₃d: Collaborative style of conflict management and employee performance are positively correlated.

H₃e: Accommodating style of conflict management is positively and negatively correlated with employee performance,
Methodology

The research methodology of the study incorporated with the execution of a non-experimental research design. Study is deductive, empirical, cross-sectional and quantitative in nature. Primary data will be collected by distributing the self-administered questionnaires among the faculty and non-faculty staff of four major universities 350. Questionnaires will be distributed among subjects for data collection. Convenience sampling technique will be employed that is a type of non-probability sampling in which the questionnaires are distributed among subjects on the basis of easy accessibility to the researcher. The data will be tested by using the SPSS (Statistical package for social sciences) Version 20 (Nie et al, 2000). For testing the reliability of scale Cronbach Alpha will be applied. The Pearson Correlation Coefficient will be used to identify the relationship between the conflict management styles and employee performance. Independent t-test and one-way ANOVA will be used to test the variance between the age and gender diversity and conflict management styles.

<table>
<thead>
<tr>
<th>Items</th>
<th>Mean</th>
<th>SD</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Beta</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.Employee performance</td>
<td>5.5444</td>
<td>0.90930</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-0.670</td>
</tr>
<tr>
<td>2.Competition</td>
<td>2.6493</td>
<td>0.91233</td>
<td>-0.670**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.Avoiding</td>
<td>3.5320</td>
<td>1.15775</td>
<td>-0.215**</td>
<td>-0.250**</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>-0.215</td>
</tr>
<tr>
<td>4.Collaborating</td>
<td>5.3267</td>
<td>0.91899</td>
<td>0.591**</td>
<td>-0.661**</td>
<td>-0.325**</td>
<td>1</td>
<td></td>
<td></td>
<td>0.591</td>
</tr>
<tr>
<td>5.Accomodating</td>
<td>5.2167</td>
<td>0.98490</td>
<td>0.538**</td>
<td>-0.616**</td>
<td>-0.323**</td>
<td>0.947**</td>
<td>1</td>
<td></td>
<td>0.538</td>
</tr>
<tr>
<td>6.Compromising</td>
<td>4.5883</td>
<td>0.87657</td>
<td>0.350**</td>
<td>-0.319**</td>
<td>-0.317**</td>
<td>0.367**</td>
<td>0.367**</td>
<td>1</td>
<td>0.350</td>
</tr>
</tbody>
</table>

Results and Discussion

To identify the correlation of independent variable with dependent variables the Pearson correlation analysis was applied. Competition one of the conflict handling approach is negatively correlated with employee performance with a correlated coefficient of -0.670 with p=0.000 where p < 0.05 hence shows significant results. Avoiding style of conflict management shows the negative correlation (r= -0.0215, p< 0.05, two tailed). Collaboration the third conflict handling style is positively correlated with employee performance with r= 0.591, p< 0.05 , two tailed. The results showed that accommodating and compromising conflict management style was significantly and positively correlated with employee performance (r= 0.538, p< 0.05, two tailed) and (r= 0.350, p< 0.05, two tailed) respectively. Independent t-test was applied to identify the gender differences regarding the preference of conflict
management style. the result showed that male are more avoiding whereas female are more compromising, no gender differences are found regarding the compromising, competing and accommodating conflict handling styles. One-way ANOVA was applied to identify the preference of conflict management styles by different age groups. The results showed no difference regarding the use of conflict management style except the age group 25-35 that showed significant relation with compromising conflict management style.

The objective of the research was to examine the relationship between age, gender differences and conflict management styles and to study its effect on employee performance within the major universities of Quetta. The present study results are in agreement with the previous research findings and further replicate preceding empirical studies done by Uchedu, Anijaobi and Odigwe (2013); Tseveendorj (2008) and Ikeda, Veludo and Campomar (2005) on causative factors of workplace conflict (Obi & Obasan, 2011). It appears that although a small number of research have been conducted on the correlation between conflict management styles and gender roles, Researchers who have studied revealed that male individuals most probably adopts a dominating style (Portello & Long, 1994; Brewer et al., 2002) whereas females an avoiding conflict-handling style (Brewer et al., 2002). But the results of current study do not support stereotype image of gender it suggested that male are avoiding and female are compromising whereas regarding the accommodating, competing and collaborating no difference exist between male and female preference. according to the study done by (Aqeel et.al, 2015) there exist significant relationship between age diversity and conflict management styles.

The current study showed significant result between age group 25-35 and compromising conflict management style. The findings of the current study are in alignment with those of Comboh (2014) and Mugal and Khan (2013) on organization performance and conflict management. As the previous studies indicated negative correlation between competitive and avoiding conflict management styles and employee performance and positive correlation between collaborative, accommodating and compromising conflict management styles the current study supported the results of previous research.

**Conclusion**

Organizations are social entities divided into hierarchies of individuals and departments. Conflict is universal feature at each organizational level. Since conflict may have productive as well as destructive outcomes, Conflicts can be converted to positive outcomes by “group thinking” or into negative outcomes due to lack of communication. It is therefore essential that managers find out a blend of various methods and techniques of conflict management. Harmonized efforts and creative achievements can take place only due to effective conflict
management. Managers need to understand their own style in order to take advantage of positive aspects of conflicts or even capitalize on it, and reduce negatives.

According to my study people prefer different conflict management strategies at the workplace depending upon their demographic characteristics. The demographic characteristics investigated in this research study are age and gender. The results revealed that age diversity is significantly correlated with compromising conflict management styles that means there exist difference in age groups regarding the adoption of compromising conflict management style results showed the group 25-35 most frequently uses the compromising style when confronted with conflicting situation. Further the findings revealed significant differences between the gender group and avoiding and compromising conflict management strategies showing that male are more avoiding and female are more compromising whereas rest of the styles are adopted by both male and female equally depending upon the prevailing situation and personality characteristics.

Conflict management styles have significant bearing on employee performance. The results of my study revealed that avoiding and competing are strongly negatively correlated with employee performance. Collaborative, accommodating and compromising conflict management styles have strong positive relation with employee performance.

References


Economic Impacts and Success of Technical Education In Japan A Lesson for Pakistan

Dr. Noor Ahmed¹ & Bijjar Khan²

Abstract

This paper investigates how Japan may have accomplished this reliable standing and does Pakistan may have the capacity to gain from the Japanese experience. The Japanese educational structure is grounded in a profound commitment regarding youngsters that is concrete and persevering. This paper additionally ascribes Japan's achievement to a top notch skill training, fantastic family bolster for Japanese students at home, the way sources are centered on policy and the solid motivations the system accommodates students to take hard courses and concentrate hard in school. Japanese educators have a noteworthy level of self-sufficiency in its application. The whole approach is helped by the common conviction that exertion and not capacity is the thing that mainly elucidates student accomplishment. These, and numerous different mechanisms, have joined to deliver one of the world’s best educated as well as most valuable personnel. Then again, major challenge that Pakistan is confronting is the lack of technical education. This paper stresses emphatically to concentrate on providing professional and technical education in Pakistan. A lesson must be learnt from Japan's huge educational policies because skill development as well as technical training is key element to help a nation's economy and economic growth.

Introduction

Why the Pakistani public education system functions so poorly relative to other institutions of Pakistani society? Pakistan has undeniably made economic progress; the GNP per capita has averaged a steady rise of 5-6 percent yearly for the last twenty years. This may not compare well against growth rates in Korea or Taiwan. But it does put Pakistan well above many third world countries. People with experience in development work are fairly impressed with the country’s economic indicators. But in the same breath they say that they have never seen an educational system as appallingly bad as Pakistan’s.

¹ Assistant Professor, Pakistan Study Center, University of Balochistan.
² Senior Research officer, Pakistan Study Center, University of Balochistan
To put it bluntly: education is not perceived as a vital, central, need of Pakistani society. Underlying any real improvement in education requires that society accept, at least in principle, that education is a vehicle for change and progress rather than a means of simply preserving tradition and culture. A rational restructuring of educational priorities focusing on the relation of education to employment will be needed as well.

The curriculum for all schools in Pakistan is not uniform. The curricula devised by its “experts” often have the wrong emphases, contain outdated concepts, and do not provide for a relevant and useful education. Textbooks are badly written that have frequent conceptual, pedagogical, and printing mistakes.

Pakistani education is strongly examination driven; exams provide the incentive to study. But with cheating in examinations, and continuing emphasis on rote memorization, the examination system has become corrupt and dysfunctional. The results of examinations today are poor indicators of student performance and learning.

As a very rough guess, there are probably no more than a few hundred science teachers in all Pakistani schools combined who understand what they teach, and can be therefore considered proper teachers.

In 1947, Pakistan had only one university (Punjab University). Fifty years later, in 1997, it had 24. While lamenting the obviously poor quality of Pakistani universities, officiordom invariably chooses to focus on the small number of research papers published or the small number of PhDs produced the paucity of equipment and facilities, and frequent incidences of violence. But the problem is considerably more serious because public sector universities in Pakistan are characterized by extreme poverty of scholarship, intellectual timidity, irrelevance to societal needs, and frequent physical violence. For three decades Pakistani education planners had claimed to recognize the need for reform and had announced grandiose plans that came to naught.

There are ways to ameliorate the worst aspects of the present system and step by step reforms that can make things better. For schools, in addition to improving the infrastructure where needed, reform must be directed towards the curriculum, examinations, textbooks, teacher training, and school administration.

It is time to start living in the present rather inflicting upon students a medieval concept of knowledge, values, and behavior. Pakistan’s future will be bright only if institutions are to be built that produce students who are informed, critical, and active citizens of the modern world. (Pervez Hoodbhoy)
Technical Education in Japan

The performance of Japan's students in schooling as compared to other nations is amazing. There is nothing surprising about this reliably great achievement; Japan has set at or close to the highest point of the global rankings on all such reviews since they started. Some researchers say that standard Japanese secondary school students who enter universities compare positively and standard American school students as far as what they know and what they can do. Less liberal eyewitnesses recommend that they contrast positively with American students with two years of school. Other researchers take note of that numerous Japanese secondary school students know more regarding Geography as well as history of other nations than citizens of those nations.

Daily paper articles in Japan routinely expect that their consumers can comprehend modern factual tables and exceedingly technical subjects. Manufacturing plant directors allot manuals that expect learning of analytics to groups that incorporate late secondary school students. The benefit of this level of information and aptitude to a nation, in both citizenship and financial expressions, is inestimable. The inquiry in this paper is: how could they do it? Furthermore, the result to that inquiry is: What can different nations gain from Japan that may surpass any social contrasts?

The Japanese Educational Policies in History and Social Context

Japan is an island country. The extent of arable land to populace is among the most minimal in the industrialized world. Its people crowed together in the mountain valleys and along the coasts in thickly populated enclaves. Japan is likewise subject to frequent successive fiascos, for example, hurricanes and quakes, and the general plausibility of production loss. Also, eventually, these islands contain almost nothing in the method for readily extractable natural assets. Rather, they have accomplished such an amazing state of progress by their educational structure. A long history in such a testing situation has profoundly affected Japanese culture; individuals achieved exceptionally solid collaborative ties as a combined survival component. Society observed at an early stage that a lack of natural assets implied that the most ideal approach to succeed was through creating human capital. The outcome is a culture in which incredible esteem is set on skill and training from one viewpoint, and on the group and social relations on the other. In Japan there is a common opinion that if the individual works resolutely for the people, the people will respond. In any case, on the off chance that one scorns the people; one can expect nothing from society. We take a look at how historical components have molded Japan's educational system.
The Second World War to the present day: A stress on quality and standards

After the Second World War, under American occupation, Japan made nine years of training obligatory, gave money related help to those understudies who required it, and made it workable for each secondary school graduate to take the school placement tests. Already, just a predetermined number of exceptional secondary school graduates had been permitted to take these examinations. These strategies strengthened the drive towards the exceedingly meritocratic framework that had just started.

As noted before, Japan's testing condition and living conditions may have molded the high esteems set by the Japanese on the welfare of the gathering over that of the individual and on amass agreement (White, 1988).

This feeling of being wrapped by the uncritical love of a gathering is called (Wa) an indispensably essential idea in Japanese society. Basic to satisfaction, wa is looked for at each phase of life: first with one's mom, at that point with whatever is left of one's family, companions at school and school, and partners and bosses at work.

In this condition, people pick up regard by doing things that the gathering esteems; if a man's activities undermine aggregate congruity, social authorizations take after with colossal repercussions. On the off chance that one loses the regard of one gathering, building up wa with different gatherings can be more troublesome. This social factor clarifies why the Japanese endeavor to keep up great relations with the gatherings to which they have a place. It likewise lies behind the great instructive execution in Japan.

In Japan a school's notoriety relies upon the scholastic execution of the understudies and on their conduct. Society considers the school in charge of the two perspectives in a way that has no parallel in the West. For instance, if an understudy abuses the law, the law requirement experts call that understudy's homeroom educator and also the mother and all employees apologize for the understudy's conduct. It is not astounding along these lines that Japanese understudies have a tendency to build up a solid feeling of commitment to the staff and endeavor to perform well scholastically and to remain inside the points of confinement of the law when not in school. Without a doubt, a similar thought applies to an understudy's relationship to alternate understudies at school. To come up short is to disappoint the gathering. Hence most individuals from this general public will work hard to do and additionally conceivable, and are continually working towards higher objectives, since that is the best approach to win acknowledgment and pick up status.
Similar esteems penetrate the working environment. It is regularly said that individuals work hard in Japan generally to procurement the regard and adoration of their partners. They don't buckle down for individual refinement, but instead for the benefit of the gathering. Laborers don't "slack off" in Japan, in light of the fact that the manager is watching, as well as on the grounds that their companions or staff individuals from a lower rank are viewing. In the event that a worker gives his everything, the firm as with a family is required to give back. Japanese firms regularly give lodging, outings, training and even burial service costs to their representatives as a feature of a compensation bundle.

Not at all like numerous social orders where headway depends predominantly on associations and groups, is Japan all the more unflinchingly meritocratic as indicated by numerous eyewitneses (Stevenson and Stigler, 1992; White, 1988). While youngsters from wealthier families are measurably more prone to land higher paying positions than less well-off kids, in Japan this is by all accounts because of more prominent monetary interest in a tyke's training and less because of social associations. Commonly, individuals work their whole grown-up life for a similar firm they joined after school or college, in spite of the fact that this is starting to change. a man's work in a specific firm is generally an element of the secondary school or college they went to before joining that firm; this is abnormal somewhere else. Thusly, the secondary school or college a man goes to is constructing totally in light of how an understudy does in placement tests.

A mother is judged on her accomplishment in supporting the training of her kids. By and by, a mother is judged first by the secondary school that her child or little girl gets into, and after that the college to which her tyke is conceded. In spite of the fact that the pattern is changing, couple of Japanese moms work outside the home as normally as moms in Western nations. Sociologists depict how Japanese moms are relied upon by society to make penances for their kids who, consequently, are required to perform well in school (White, 1988).

Hence headway in Japan is an element of legitimacy and controlled by examination. This should not to work, in light of the fact that there are numerous other critical aptitudes which are not measured by Japanese examinations. The exams underline remembering and collecting actualities and acing strategies, as opposed to expository considering, innovativeness or the limit with regards to development. In any case, it works since Japanese managers are chiefly inspired by three things: connected knowledge, the ability to learn, and the ability to buckle down and continue even with trouble.

Since Japanese firms by and large trust that they will utilize individuals for quite a while, there is a solid ability to put intensely in the proceeding with
instruction and preparing of workers. It is normal for a Japanese firm to send new college selects abroad amid their initial a very long time of work to seek after an outside graduate program or as an understudy in a remote plant. Inquire about demonstrates that Japanese firms esteem applicants who are not recently exceedingly canny, but rather prepared to realize whatever they have to learn.

Japanese businesses need to know not simply whether a competitor is savvy, but rather whether he can accomplish something with his insight. Managers are occupied with connected insight. Japanese exams are intended to discover what amount connected insight understudies can show and how much they can utilize their knowledge to accomplish something of significant worth. It is difficult to do well in Japanese exams without working hard, finished draw out stretches of time. This takes tact and determination. Numerous nations discuss the significance of "figuring out how to learn." Japan has done substantially more than discuss it; the nation has constructed a training framework around it.

In outline, from this authentic and social foundation, three focuses raise that assistance to outline the Japanese instruction setting: in this steadily meritocratic culture, the secondary school passage and college selection tests speak to entryways to status in Japanese society. The Japanese generally trust that how well one does in these exams depends considerably more on concentrate hard than on natural knowledge. Exam achievement does ponder the person, as well as on their mom, the other relatives and instructors. This heavenly body of help shares the duty regarding disappointment and makes strain to succeed.

In view of this foundation, the section will now look all the more carefully at the particular highlights of the Japanese instruction framework for more hints to the purposes for its remarkable execution.

**The Salient Features of Japan’s Educational Policies**

**A standard and motivating national syllabus**

Ryo Watanabe, executive of universal research in the national establishment for training Policy explores, trusts that "Japanese understudies have done as such well on PISA in view of the educational modules. Japan has national educational programs benchmarks, or courses of concentrate that characterize the substance to be instructed by review and subject, and like clockwork they re-devise this educational programs. All through the nation, educators instruct in light of the national educational modules gauges."

In principle the educational programs is set by the Japanese service of training, culture, Sports, Science and innovation (MEXT) with guidance from the focal
board for instruction. As a general rule, the key figures associated with setting the educational modules are college educators and service staff. While the educational programs characterized by MEXT are just for "direction", the prefectures (a unit of government in the middle of the region and territory level) are additionally subsidized by MEXT thus by and large nearly take after the direction. The direction educational programs is long and nitty gritty, so MEXT likewise distributes informative booklets, subject by subject, by school level. The educational programs are overhauled following a standard timetable.

**Training methods: A stress on student commitment**

At first look, the Japanese way to deal with guideline abuses the most well-known sense standards. The classes are substantial by Western measures 35 to 45 understudies in a class and most direction is for the entire class. There is less instructional innovation than in numerous different nations and less instructional guides of different sorts. Understudies are not isolated into capacity gatherings; there are no unique classes for the talented, nor are understudies pushed ahead by a review or increasingly on the off chance that they are seen to be uncommonly capable. Essentially, understudies are not kept down on the off chance that they are experiencing issues. Numerous understudies requiring custom curriculum are likewise appointed to the heterogeneous general classrooms. The occupation of the instructor is to ensure that all understudies stay aware of the educational modules and they figure out how. instructors meet every now and again with each other to talk about understudies who are experiencing issues and give as much individual regard for those understudies as they can inside the general school day. It is not bizarre for understudies who are not doing admirably in specific subjects to get additional guideline after school.

A portion of the most astounding understudy exhibitions on the planet rise up out of these classrooms. How would they do it? The essential objective of Japanese instructors is understudy engagement. Many individuals outside Japan envision Japanese schools as tranquil, serious spots where understudies unobtrusively duplicate down everything the instructor says. In any case, that is not the truth. Guests to Japanese grade schools report that the level of commotion is regularly well over that found in Western classrooms and the sound of giggling and extreme discussion fills the school. Understudies can regularly be heard energetically conversing with each other as they handle issues together. The guest strolls down the lobbies of these schools seeing understudies acting in plays, playing melodic instruments alone and in groups or working through a tea service. The more drew in the understudies and the more understudies who are locked in, the more joyful are Japanese instructors. One may think about how one educator could be able to draw in at least 35
understudies in a fiercely heterogeneous classroom when it is so difficult for instructors in numerous different parts of the world to connect with 25 understudies in more homogeneous classrooms. The appropriate response is a noteworthy key to the accomplishment of Japanese training.

**School-Home Communication**

Japanese understudies have a homeroom instructor and spend an hour a day in homeroom. The homeroom turns into that understudy's family in the school. Japanese homeroom educators at grade schools show all subjects aside from specific subjects like music and specialties. These homeroom instructors commonly complete their classes the evaluations for quite a while. They are required to consistently visit their understudies' families. Understudies regularly go to their instructors' homes on their educators' birthday events. In the upper evaluations, the instructors are required to give scholarly and profession and employment guiding. Instructors at primary schools keep up correspondence with guardians by methods for a scratch pad that understudies carry amongst school and home. Regardless of the possibility that an understudy has a non-scholastic issue, the instructor will impart the idea of the issue to the guardians, who are required to give fitting help at home. In the event that that is not adequate, the educator will encourage the guardians to counsel different administrations accessible at metropolitan workplaces.

This whole approach is supported by the conviction that exertion and not capacity is the thing that basically clarifies understudy accomplishment. In the event that an understudy falls behind, it is not on the grounds that he is bad at school work; it is on account of he is not buckling sufficiently down and the framework has an answer for change this. It is likewise helped by the possibility that many individuals, not only the understudy, are in charge of the poor execution of that understudy and poor execution understudy thinks about severely those individuals, as well. This rouses both parent and instructor to do everything conceivable to ensure the understudy gets back on track.

**Lengthy training periods and additional teaching**

Time is a vital factor in the great scholarly execution of Japanese understudies. Up to this point, Japanese kids went to government funded school six days seven days. Furthermore, Japanese school youngsters have a few hours of homework a day. They have a month and a half of getaway amid the mid-year, which is not as much as understudies in numerous different parts of the world. Understudies frequently do their own exploration amid excursions. The larger parts of Japanese understudies additionally invest extensive energy in different types of private guideline after the customary school day. these non-public schools extend from offering assistance to understudies who are behind to
make up for lost time, to offering further developed investigation than is accessible in the state funded school, to offering extracurricular exercises or coordinated or little gathering mentoring for some mix of these reasons. the consolidated impact of this extra investigation is that Japanese understudies have what might as well be called a few more years of tutoring when they complete secondary school than, say, the ordinary American understudy. What’s more, as a result of the briefer summer excursion, they hold substantially more of what they have realized as they go into the following year.

**Educator standard**

Doubtlessly a standout amongst the most critical keys to the nature of training in Japan is the nature of its educators. In many industrialized nations, showing lies on the limit between proficient work and manual work.to turn into an instructor, understudies must go to a service ensured educator training program at a college or junior school. Japan likewise has some national instructor preparing colleges with show schools connected to help educator preparing for new instructors. Showing practice is a typical piece of all educator training programs.

Prefectures, as different managers in Japan, are set up to influence real interests in their new instructors to ensure them to have the important abilities to succeed. They expect that these new representatives come to them with the fundamental connected knowledge however not really the required employment abilities. In this way, like different businesses, they assume liability for giving an enlistment program that gives a maintained chance to understudy with experienced ace instructors previously being required to show full time. The acceptance time frame keeps going an entire year, and the ace instructors are given the year off from their instructing employments to manage their disciples. Once an educator is accepted into the normal showing work compel, the law expects instructors to take certain extra preparing (following 10 years of administration). Instructors can likewise apply for paid leave to take experts' degrees at graduate schools. The service likewise offers different preparing programs for prefectural mentors at its national Centre. The most intriguing part of instructor improvement happens at work. Notwithstanding the focal significance of the outline of the lesson in Japanese direction, "lesson examine" in the improvement of the Japanese showing calling is additionally critical.

**Cautiously-targeted financial means**

The Japanese spend less on their schools than various other nations, yet a clear sign of improvement comes about. Japanese schools are worked to service
plans – they are splendidly practical however plain. They are not building images of group pride and need a significant number of the exceptional highlights found in schools in other progressed mechanical nations. School organization is normally limited to a main, an aide central, one janitor and a medical attendant. There is no cafeteria understudies serve the suppers from a focal kitchen to their educator and schoolmates in the classroom. The understudies are additionally in charge of cleaning their classrooms. As noted above, course books are basically created in soft cover organize and are significantly littler than in numerous other industrialized nations. at each point, the Japanese have profited they spend on teaching their youngsters goes however much as could be expected on instructors and on direction, so it is nothing unexpected that a considerably more noteworthy extent of aggregate subsidizing is spent on these elements than is the situation in numerous different nations (Stevenson and Stigler, 1992).

An emphasis on impartiality

There is no tracking in Japanese schools, classes are heterogeneous and no understudy is kept down or advanced by virtue of capacity. Moreover, all are required to ace the same requesting educational modules. This is a capable recipe for value as far as results. What is especially amazing about this approach is that the normal results are not set at the most minimized shared variable, but rather at the highest point of the scope of conceivable results worldwide.

There is a generally shared confidence in Japan that these arrangements accomplish the best numbers and the outcomes bear this out. The framework is set up so high-accomplishing understudies can help bring down accomplishing understudies inside a gathering, inside a classroom and inside a school. The examination writing demonstrates that all understudies are helped by this approach, on the grounds that the understudies who educate and guide learn to such an extent or about as much during the time spent mentoring as the beneficiary of the coaching (cohen et al., 1982).

This approach is steady with Japanese esteem and contributes incredibly to the by and large abnormal state of Japanese accomplishment. Japanese instructors and principals are frequently reassigned to various schools by the prefectures. This is done, among different reasons, to ensure that the dispersion of the most able instructors among schools is reasonable and even-handed. as Robert angle commented amid his meeting, "educators and overseers are exchanged consistently at regular intervals so similar individuals are not in similar schools the greater part of the time there is a ton of levelling among schools."
All these and numerous different elements, including school support, make for a high level of value in Japanese instruction.

**A different method to accountability and examinations**

The Japanese have practically none of the trappings of formal Western responsibility frameworks and they needn't bother with them. Ryo Watanabe, counsellor to the service of instruction, Sports, Science and innovation, clarifies that until a couple of years back there were no national tests in Japan. At the point when Japan wound up plainly worried about the likelihood of being surpassed in instruction achievement by the Koreans and Chinese, they initiated a national trial of each understudy at the 6th grade and the ninth grade, yet they have since chosen to manage the test just to an example of understudies to screen the execution of the framework.

The main tests are the selection tests for secondary school and college. Everything relies on an understudy's execution in these tests. Since daily papers distribute comes about frequently everybody knows the rankings of these organizations and in addition the record of each necessary and center school in getting their understudies into the correct secondary schools and colleges. The daily papers are brimming with insights for each school, much like the measurements for prominent games groups in different parts of the world. Magazine articles are composed about changes in the rankings and what they mean and why they happened. Different stories are composed about understudies who prevailing despite seemingly insurmountable opposition in the exams and other people who did not.

Yet, that is just a large portion of the story. As pointed out before, in Japanese society the weight for the destiny of the understudy is carried to some degree by the family, the educators, the staff and even the understudies' cohorts. Educators' notorieties among their companions lay on the achievement of their understudies in a way that has no parallel in numerous Western nations.

The arrangement of homeroom instructors brings another level of responsibility. Since these educators finish the understudies the evaluations, and on the grounds that they are engaged with their understudies' lives outside of school and are in steady correspondence with the guardians, they are responsible to the guardians extraordinarily. This can't be copied in nations where instructors don't finish understudies the evaluations and where they are in charge of just a single or a couple of subjects.

**Conclusion**

Japan is plainly among the world's most progressive mechanical economies. It is among the world pioneers for the improvement and utilization of the most
progressive innovative frameworks. This was one of the objectives Japan set for itself. The individuals who propelled it understood from the beginning that those points would not be accomplished without a top notch, very comprehensive, forcefully meritocratic instruction framework.

Japan avoided the common moderate updating of educator quality, it likewise skirted the commonplace moderate movement from an arrangement of school association in view of the typical primitive requests straight to one that makes it feasible for understudies from each social class to access tip top instruction openings.

Japan was additionally in front of numerous different countries in grasping in any event a few parts of present day mechanical work association, particularly in how instructors work with each other in groups to enhance guideline, and in the expert standards overseeing crafted by educators.

Then again, Japan has been hesitant to regress expert to schools as forcefully as some different nations, and it additionally thought that it was harder to make schools that create autonomous, inventive understudies than different nations. This may mirror a conflict between the requests of an imaginative culture in which singular activity is profoundly esteemed, and the Japanese culture in which the endorsement of the gathering is ordinarily looked for before forcefully propelling one's own particular thoughts. Japan has discovered an unmistakable way which is harmonious with its esteems and comparable with the monetary and societal advance it wants to accomplish.

While there might be particular highlights of the Japanese framework that are unpalatable, it is a framework which bears cautious investigation. It has added to a nation with large amounts of school and scholastic accomplishment. Its understudies appreciate school more than most. It has created one of the world's best-instructed and most gainful workforces. It has outstandingly low wrongdoing rates and an exceptionally solid social request. It has high rates of resident support and a citizenry that has an uncommonly advanced handle of political issues. Guardians in Japan take part in their kids' training and join forces with instructors to a surprising degree. The nation has one of the world's most appreciated educational modules. In spite of the fact that the framework keeps on advancing, the strategies used to construct this framework ought to doubtlessly be considered by any nation that needs to coordinate its accomplishments.
References


INSEAD (2010), Global Innovation Index Report 2009-2010, INSead Business School and the confederation of indian industry, INSead, fontainebleau, France.


Mullis, I.V.S., et al. (1998), Mathematics and Science Achievement in the Final Year of Secondary School: IEA’s Third International Mathematics and Science Study (TIMSS), TIMSS & PIRLS international Study center, Boston college, chestnut hill, MA.


Women Involvement in Economic Activities in Balochistan: A Case Study of District Mastung and Pishin

Dr. Jahangir Achakzai1

Abstract
There is a growing realization that sustainable development cannot take place without the active role of women in the economic activities of the province. Although women in Balochistan, are contributing more, the official documents badly underestimate her contribution in economic activities. At district level both in Mastung and Pishin, along with her daily chores at home, women equally participates in the economic activities like handicraft, poultry rearing, cattle rearing, sewing and teaching. Women in these two districts receive very meagre amount of income out of these activities. The main factors responsible for this state of affairs include limited marketing facilities, small scale production, poor access to credit institutions, and limited mobility of women.

Introduction
Women involvement in economic activities is one of the important indicators of gender development. Their economic empowerment is crucial if sustainable development is to be achieved. The higher the rate of involvement in economic activities, the greater will be their access to social services. It strengthens their social and political position in the society. Their involvement in income generating activities build up their decision-making capacity and thus make them more productive in the development process. Though women involvement in economic activities is substantial, their contribution is undervalued.

Women play far more active role in the rural economy than is generally believed. Contrary to the common perception and belief that women are “just housewives and are not playing any significant role in the economy” various studies show that women play a crucial role in the rural economy, including agriculture, livestock, and cottage industries. Women undertake a wide range of activities both in the field and at home. Although their involvement in farm work is lowest in the earlier stages of crop production when field preparation is largely undertaken by men but in the later stages of the production cycle in

---
1 Associate Professor(TTS) Economics Department University of Balochistan, Quetta.
the harvesting and post harvesting phase their participation is very high. Home based post harvest operations such as drying, cleaning, and storage of grains are almost exclusively carried out by women. Their contribution is also significant in seed preparation, collecting farm yard manure, weeding, harvesting, and various other farm operations.

They are also involved in the care of livestock and poultry. Women take primary responsibility for cutting fodder, cleaning sheds, processing of animal products and care of sick animals. They look after the herds, do the milking, collect wool, spin it and make bi-products, and are also involved in weaving and so on.

In addition, on direct income generating side many women are engaged in rural non-farm economic activities like handicrafts, embroidery, quilt making, wool spinning, and tailoring, etc.

But unfortunately, there is a massive underestimation in most official data on women’s work in the rural economy. The Annual Labour Force Surveys also do not present the real picture of women participation in economic activities and show implausibly low female labor force participation rates. Also the 1981 population census gives a low rural female labour force participation rate of 3%.

Various research studies on women involvement in economic activities in rural areas show, that women’s participation in such activities is much higher than reported in the official data. Ibraz (1993) found that rural women are extensively involved in many agricultural and livestock rending operations, processing of dairy products, poultry and handicrafts. Besides these productive activities they also perform household chores. Chaudhry and Khan (1987) found that the activity rates of rural women depend to a large extent on the social status of the household concerned. In rural areas, women have remained involved in a variety of agricultural activities for a long time, such as land preparation, seed preparation, collecting farmyard manure, weeding and harvesting. Women also undertake the responsibility of cleaning, drying, and storage of grains. Taking care of livestock is by and large the responsibility of women. They collect fodder, clean sheds and process animal products [Khan and Bilquees (1976); Ahmad, Asghar and Khan (1993); and Sarwar and Saleem (1993)]. Similarly, in the rural areas of Balochistan they were mostly involved in economic activities like Handicrafts, Sewing, Cattle rearing and Poultry rearing etc.
Nature of the Study

The research study mainly based on sample survey is undertaken to bring to light various economic activities women are involved in the province of Balochistan. For this purpose, the rural areas of two districts Mastung and Pishin were selected. Three clusters comprising villages with different characteristics were chosen from each district.

Data Collection Techniques

Questionnaire, Observations, discussions with key informants were the main information gathering techniques. Questionnaire being the main source of information was designed along with the objectives of the study. 300 questionnaires (150 from each district) were filled in by female enumerators. The task of data collection was completed in two months. In this regard 4 female enumerators were hired and trained. Random sample method was applied for the selection of households in the villages.

Pre-Testing

Before finalizing the questionnaire, it was pre-tested in “Kakar Colony” (Quetta) on 8% of the total questionnaire (24 respondents). Then questionnaire was restructured in the light of results.

Data Analysis

In order to facilitate district wise comparison, the collected data were arranged in cross tabular form and simple statistical tools such as percentage, ratio, mean and range were applied. For illustration, data were also graphically presented.

Socio-economic Characteristics of Respondents:

Without understanding the Socio-economic characteristics of respondents, it is difficult to identify the factors affecting their involvement in economic activities. In this regard, information on age distribution, marital status, family system, educational level, source of income was gathered. This background information will help us control the variance of the study and will facilitate data analysis.

Age Distribution

In the sample area of Mastung, the majority (24.7%) of respondents fall within the age group of 45-54 years. The second age group ranges from 35-44 years accounting for 23.3% of the respondents. About 22.7% respondents come under the age group of 25-34 years. Age group 15-24 ranks fourth, comprising 20.7% respondents. The remaining respondents fall into the age groups of 55-64 and 65-74 years. They constitute 4% and 4.7% respectively.
On the other hand the majority of respondents (28%) fall into the age group of 25-34 years in the study area of Pishin. More than 23% respondents belong to the age group of 15-24 years. The age group ranking third is 35-44 years, accounting for 20.7%. 14% respondents are associated with the age group of 45-54 years. The remaining age groups of 55-64 and 65-74 years account for 8% and 6% respectively.

**FIG 1**

**AGE DISTRIBUTION OF THE RESPONDENTS**

The average age in the sample area of Mastung was worked out as 37 years. While in case of Pishin, it is 35 years. In both the study areas, most of the respondents fall under the first four age groups mentioned above. However, the dominating age group in Mastung is 45-54 years, while in case of Pishin it is 25-34 years. This difference is due to the fact that all respondents of Mastung are married, whereas in Pishin some unmarried respondents were also interviewed. In this regard, another reason may be early marriages in Pishin as compared to Mastung.

**Marital Status**

As far as marital status of respondents is concerned, the big majority of them are married. In the sample area of Mastung, 100% respondent are married. While in Pishin married women are 74%. Unmarried women constitute 14% of respondents. Moreover, 12% respondents were found widows.
**Family System**

Comparing the family system in both sample areas, nuclear family system was found dominant in Mastung accounting for 68%. While Pishin presents a different scenario, where joint family system is predominant mentioned by 72% of the respondents.

![FIG 2
FAMILY SYSTEM](image)

This difference is mainly due to different social structures prevailing in the areas. Generally people prefer to live in joint family system in Pishin. Their social values do not allow them to opt for nuclear family system. Besides, agriculture is the dominant activity in Pishin which keeps them live together in joint family. However it was observed that there is a growing trend of Nuclear family system in both the sample areas due to education, commercialization and development in communication.

**Educational Status**

Education is an important component of development. It favorably changes the thinking of people towards progress. The ultimate purpose of education is to exploit the potential of people in such a way as to make them more active agent in development process. Increased emphasis on the education of women is the integral part of new development paradigm. It is well documented that education can improve the access of women to health services. As for as educational status of women in the study areas is concerned, a significant number of respondents were found illiterate. In Mastung sample area, out of
150 respondents, 135 cases were illiterate accounting for 90%. Similarly in the study area of Pishin, 88.4% respondents were illiterate. A slight difference of 1.6% exists regarding illiteracy between the two sample areas.

As regards level of education, in the study area of Mastung, 10% respondents are literate, out of them 33.3% have primary education, while 20% respondents fall into the category of Matric. The respondents having education level of less than primary, Middle and Graduation, account for 13.3% each. Moreover, 6.7% respondents were found with Intermediate education.

**FIG 3**

**EDUCATIONAL LEVEL**

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Mastung</th>
<th>Pishin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literate</td>
<td>10%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Less than Primary</td>
<td>20%</td>
<td>23.5%</td>
</tr>
<tr>
<td>Primary</td>
<td>13.3%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Matric</td>
<td>13.3%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Intermediate</td>
<td>6.7%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Graduate</td>
<td>13.3%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>0%</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

On the other hand, in the sample area of Pishin, the percentage of literate respondents is relatively high. Out of 13.3% literate, more than 47% fall under the category of primary level. Whereas 23.5% has education of less than primary level. Matric and inter account for 11.8% each. Respondents having postgraduate education constitute 5.9%.

**Source of Income**

Source of income is an important indicator of economic status. The major sources of income in the sample areas include Agriculture, Government service, Business and transport.

A significant number (39%) of households are doing government service in Mastung. The second major source is agriculture which accounts for 18%. That is followed by transport contributing 9.7% to the source of income.
Moreover, a considerable number of 50 households are engaged in various activities of informal sector.

**FIG 4**

**SOURCE OF INCOME OF HOUSEHOLDS**

Unlike Mastung the major source of income is business in the sample area of Pishin. About 26% of households were involved in the said activity. While the second source of income springs from agriculture accounting for about 25%. The third source of income is informal sector engaging 18% of households. Besides, Government Service is another source of livelihood employing 16.7% households. 14.7% of them mentioned transport as their source of income.

In short Agriculture is the second dominant source of income in both the study areas. However in Pishin business is the major source of income, while in Mastung Government Service comes first in this regard. This difference can be attributed to the fact that the people of Pishin are comparatively more business minded.

**Results and Discussions**

Comparing the two sample areas of Mastung and Pishin regarding women involvement in economic activities, a small number were found engaged in activities like handicraft, poultry rearing, cattle rearing, sewing and teaching.
Low involvement of women in economic activities is due to the fact that social and cultural barriers do not allow them to take part in any economic activity particularly outside the house. Women doing economic activities account for 27.3% in Mastung, while in Pishin it is 17.3%. Mastung has the higher rate of involvement for the reason that social sanctions are relatively less severe.

**Major Economic Activities**

As regards major economic activities in Mastung, handicraft ranks first involving 85.4% respondents. Which is followed by 9.8% in Cattle rearing, whereas poultry rearing and sewing account for only 2.4% each.

![FIG 5](image)

**MAJOR ECONOMIC ACTIVITIES**

**PERCENTAGE**

Similarly in Pishin study area, 59.2% women were engaged in handicrafts. Sewing is the second major economic activity accounting for 22.2%. Moreover teaching and cattle rearing were other economic activities constituting 14.8% and 3.7% respectively.

Looking back at the figures, one can conclude that handicrafts including sewing are the dominant economic activity in both the study areas. In fact these activities are carried out within the house and are consistent with the cultural values.
As far as income from economic activities is concerned, normally they earn very meager amount. The reasons for low income include.

(a) Limited marketing facilities,

(b) Small scale production,

(c) No access to credit institutions,

(d) Poor bargaining position due to poverty,

(e) Lack of knowledge about prevailing prices of their products.

(f) Limited mobility of women.

On average, each woman earns Rs.2575 per month in the sample area of Mastung. While for Pishin, it was worked out as Rs.2942 per month. This difference is mainly due to involvement of some respondents of Pishin in teaching, where they receive higher salaries.

**Pattern of income spending:**

Pattern of income spending differs in both districts. In Pishin, majority (50%) of respondents spend their income on health. On the contrary, only 10% respondents are spending income on health in Mastung sample area. This implies that people in Pishin are more conscious about their health than that of Mastung. However, in Mastung income on schooling is two times higher than that of Pishin.
Food and clothing are the other items where income is spent. In Mastung 27.2% respondents spend their income on food and clothing. While in Pishin 15.4% respondents set aside their income for this head. Moreover, in Pishin 15.4% respondents spend their income on dowry, while 29.3% respondents use their income on other items of daily use in the study area of Mastung.

From the above comparison, it is evident that health and schooling are the important areas of spending on the part of respondents indicating their changing attitude towards social development.

**Conclusions**

There is a realization in almost all sections of the society that sustainable development would remain a dream unless women are not streamlined in the development process of the province. In Balochistan, the official documents badly underestimate women contribution in economic activities. In practice she is contributing far more than the government quoted figures.

Women in the two district of Mastung and Pishin, along with her daily chores at home, equally participates in the economic activities like handicraft, poultry rearing, cattle rearing, sewing and teaching. These are mainly the activities carried out within the house and are in line with the cultural values of the area.

As far as income is concerned, women in these two districts receive very nominal amount out of these activities. Mainly, limited marketing facilities, small scale production, poor access to credit institutions, and limited mobility of women are the factors responsible for this state of affairs.
One of the positive changes that was observed in these two areas and which the data also strongly supports is the social change in the form of increase in spending on health and education. It shows their degree of awareness that the best investment is in human being.

References


Analysis of Factors Affecting the Financial Performance of Companies: A Case of Energy Sector of Pakistan

Dr. Muhammad Ahmad¹ & Prof Dr. Nadeem Malik²

Abstract

This study is about the determinants of financial performance of energy sector of Pakistan. The sample comprised twenty nine companies listed in Pakistan Stock exchange from the four sectors belonging to energy industry for the period of 2009-16. Two measures namely ROA and ROE have been used to measure financial performance. In this study firm specific and macroeconomic determinants of energy industry of Pakistan have been examined and their impact on financial performance has been investigated. For hypothesis one, financial leverage, growth, size, age, risk, liquidity and GDP have significant impact on ROA. Financial leverage and age have significant and negative impact on ROA. Growth, size, risk, liquidity and GDP have significant and positive impact on ROA. For hypothesis two, tangibility, market share, rate of interest and rate of inflation are found to have insignificant impact on ROA. Financial leverage, growth, risk, tangibility, liquidity, GDP and INF has significant impact on ROE. Risk, tangibility and INF are found to have significant and negative impact on ROE. Financial leverage, growth, liquidity and GDP have significant and positive impact on ROE. Size, age, market share and rate of INT are found to have insignificant impact on ROE. It has been concluded that firm specific and macroeconomic factors have significant impact on financial performance of energy industry.

Keywords: Financial performance, determinants of financial performance, ROA, ROE, energy industry

¹ Assistant Professor, Faculty of Management Studies, University of Central Punjab, Pakistan
² Dean, Faculty of Management Business and Information Sciences, University of Balochistan Quetta
Introduction

Energy sector is a very important input for the economic growth of a country (Chontanawat, Hunt, & Pierse, 2008). Economic development of a country involves higher levels of energy consumption (Stern, 2011). The countries having high per capita gross domestic product (GDP) have high energy consumption (Soytas & Sari, 2003). Availability of energy leads to industrialization in the country. Generation of energy also leads to efficient use of natural resources. Availability of energy needs to industrialization and this creates the employment opportunities for the people (Aqeel & Butt, 2001). Development of infrastructure also needs the availability of energy resources. Expansion of energy industry also leads to the increase in income of country (Asafu-Adjaye, 2000).

Energy acts as a base for the smooth functioning of the world’s economy. The economic development of countries depends on the level of their access to energy resources (Lee & Chang, 2008). Energy industry consists of all the firms which are involved in generation, distribution, transmission and sale of energy. There is a strong link between the energy consumption and economic growth of a country (Lee & Chang, 2008). All economic activity requires energy resources and hence energy industry acts as a steering wheel in the sustainable growth of economy (Stern, 2011).

Financial performance of firms is of immense significance for investors, stakeholders, decision makers and economy. The return on investments is highly valuable for investors, and a well performing business can bring high and long-term returns for their investors. Better financial performance of a firm also increases the income of its employees, brings better quality products for its customers, and has better environment friendly production units. Higher profitability means more future investments, which will generate employment opportunities and enhance the income of people and will also satisfy the state by efficient payment of the taxes (Mirza & Javed, 2013). In Pakistan, demand for energy has increased tremendously in the last decades as a result of industrial development and population growth. Unfortunately, there is less increase in energy production in comparison to the rise in demand for energy hence energy crises has been emerged in Pakistan and it is a major hurdle in delivering the energy resources to the country.

This study investigated the determinants of financial performance of energy industry of Pakistan. Two kinds of performances are there in a firm i.e. financial performance and non-financial performance (Tailab, 2014). Financial performance is a measure of a firm’s earnings, profits, appreciations in its value as evidenced by the rise in the entity’s share price (Mwangi & Murigu, 2015).
Financial performance of a firm can be analyzed by profitability, growth of dividend, sales turnover, asset base, and capital employed. Profitability can be used as a proxy for financial performance (Omondi & Muturi, 2013).

**Theoretical Background and Review of Literature**

There are four studies directly related to this research which have discussed the determinants of financial performance of non-financial sector companies. They have used the panel data regression technique for the data analysis (Tariq, Ali, & Usman, 2013; Al-Jafari & Samman, 2015; Hunjra, Chani, Javed, Naeem, & Ijaz, 2014; Mirza & Javed, 2013). Tariq, Ali, and Usman (2013) conducted a comparative research on food and textile sector of Pakistan regarding the determination of the factors impacting the financial performance. The findings indicate that long term debt has negative relationship with firm performance. Size, risk and tangibility and non-debt tax shield have positive relationship with the financial performance of the food sector of Pakistan. Another study by Al-Jafari and Samman (2015) was performed to investigate the determinants of profitability in Oman.

Hunjra, Chani, Javed, Naeem, and Ijaz (2014) discussed the effect of microeconomic variables on financial performance of cement sector of Pakistan. The results revealed that size, age, growth and leverage has significant impact on the financial performance of the cement sector. Leverage has positive impact when ROA is used as a measure financial performance of firms while size, age and growth have postive impact when financial performance is measured by ROE.

A study conducted by Mirza and Javed (2013) aimed to investigate the various determinants of sixty Pakistani corporate firms which are listed in Karachi Stock Exchange for the period of 2007 to 2011. The results of the study conclude that the firms which have proper risk management policies and capital structures are more profitable. Yazdanfar (2013) investigated the profitability determinants among non-financial companies in Sweden belonging to four different industrial sectors from 2006 to 2007. A comparative study conducted by Nikolaus (2015) on Netherlands and Indonesia regarding the determinants of financial performance of non-financial listed companies covers a period of 2009 to 2013. Firm specific and macro-economic variables have been discussed and their relationship with financial performance of firms has been highlighted. Zaid, Ibrahim, and Zulqernain (2014) investigated the determinants of profitability for Malaysian companies. The study has used return on equity (ROE) as a measure of the profitability of construction companies. Results revealed that size and liquidity of firms have positive relationship with their performance however capital structure has negative
relationship with ROE. Macroeconomic variables i.e. GDP, economic cycle and interest rate have insignificant relationship with the financial performance of Malaysian construction companies. Goddard, Tavakoli, and Wilson (2013) has conducted a study on the manufacturing and services firms of UK, Italy, France and Belgium to study the determinants of profitability. Profitability has been measured by ROA

A study conducted by Pratheepan (2014) investigated the profitability determinants of manufacturing companies of Sri Lanka. Balance panel data set has been used. Firm specific determinants have been discussed in the study. Whereas size, leverage, liquidity and tangibility are taken as independent variables. Positive relationship is found between size and profitability and tangibility has inverse relationship with profitability. A study conducted by Ehi-Oshio, Adeyemi, and Enofe (2013) investigates the determinants of corporate profitability in the developing economies. Relationship between capital structure, size of firm, liquidity, financial leverage and corporate profitability is analyzed. Another study conducted by Kiran, Kakakhel, and Shaheen (2015) on oil and gas sector of Pakistan analyzed the impact of corporate social responsibility (CSR) on profitability of firms. Variables of the study are as CSR spending, net profits, net profit margin and total assets. A study conducted on the listed firms of Nairobi Securities Exchange of Kenya for the period 2006 to 2012 used the multiple regression analysis. It has been investigated that size, age, leverage and liquidity play an important role in improving the financial performance of company (Omondi & Muturi, 2013).

**Research objectives**

1. To investigate the impact of firm specific and macroeconomic determinants on the financial performance measured by return on assets (ROA)

2. To investigate the impact of firm specific and macroeconomic determinants on the financial performance measured by return on equity (ROE)

**Hypotheses of the Study**

**H1:** Firm specific and macroeconomic determinants significantly affect the financial performance measured by return on assets (ROA)

**H2:** Firm specific and macroeconomic determinants significantly affect the financial performance measured by return on equity (ROE)
Research Methodology

This study is quantitative in nature. This research uses the published and secondary data hence it is a secondary research. The population of the study comprises of all the companies listed on Pakistan stock exchange belongs to energy sector. This study will only include the energy industry. Energy industry of Pakistan includes the four main sectors i.e. refineries, power generation and distribution companies, oil and gas exploration companies and oil and gas marketing companies. Out of total 35 companies, 29 companies have been selected from these four sectors comprising the energy industry. For this purpose, the yearly data relating to the variables has been collected for the period 2009 to 2016. Data sources comprise of the publications of State Bank of Pakistan, annual reports from the official websites of the energy companies and economic surveys of Pakistan. Hence the nature of data is secondary. Panel data analysis is used in this study

Material and Methods

Variables of the Study

Total thirteen variables have been discussed in this research in order to analyze the internal and external determinants of financial performance of energy industry of Pakistan.
### Table Description and Measurement of Variables

<table>
<thead>
<tr>
<th>Serial no.</th>
<th>Variable name</th>
<th>Measurement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Return on assets</td>
<td>EBIT/(Average of current and previous year’s total assets)</td>
<td>Financial Performance Indicator</td>
</tr>
<tr>
<td>2</td>
<td>Return on equity</td>
<td>Net Profit Before Taxes/Average of Shareholder’s Equity</td>
<td>Financial Performance Indicator</td>
</tr>
</tbody>
</table>

#### Firm specific variables

<table>
<thead>
<tr>
<th></th>
<th>Variable name</th>
<th>Measurement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial Leverage</td>
<td>Total Debt/Total Equity</td>
<td>Indicator of Financing patterns of company i.e. debt and equity</td>
</tr>
<tr>
<td>2</td>
<td>Size</td>
<td>Natural Log of Total Sales</td>
<td>Sales as indicator of size of firm</td>
</tr>
<tr>
<td>3</td>
<td>Growth</td>
<td>(Current Year Assets – Previous Year Assets)/ Previous Year Assets</td>
<td>Growth of firm in terms of assets</td>
</tr>
<tr>
<td>4</td>
<td>Age</td>
<td>No. of Years since its Incorporation</td>
<td>Number of years since establishment of the firm</td>
</tr>
<tr>
<td>5</td>
<td>Risk</td>
<td>EBIT/EAT</td>
<td>Indicates the risk associated with financing</td>
</tr>
<tr>
<td>6</td>
<td>Tangibility</td>
<td>Fixed Assets/Total Assets</td>
<td>What portion of total assets includes fixed assets</td>
</tr>
<tr>
<td>7</td>
<td>Liquidity</td>
<td>Current Assets/Current Liabilities</td>
<td>Indicates the availability of liquid assets</td>
</tr>
<tr>
<td>8</td>
<td>Market share</td>
<td>Firm’s revenue/ Industry revenue</td>
<td>How much of a market is captured by the firm</td>
</tr>
</tbody>
</table>

#### Macroeconomic variables

<table>
<thead>
<tr>
<th></th>
<th>Variable name</th>
<th>Measurement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Real GDP Growth Rate</td>
<td>As reported by State bank of Pakistan (SBP)</td>
<td>Macroeconomic criteria as indicator of Economic Growth</td>
</tr>
<tr>
<td>2</td>
<td>Rate of Inflation (INF)</td>
<td>As reported by Economic Survey of Pakistan</td>
<td>Criteria reflecting changes in the purchasing power of money</td>
</tr>
<tr>
<td>3</td>
<td>Rate of Interest (INT)</td>
<td>KIBOR rates as reported by State bank of Pakistan (SBP)</td>
<td>Criteria reflecting cost of financing</td>
</tr>
</tbody>
</table>

**Source:** (Tariq, Ali, & Usman, 2013)
Model Specification

Considering the framework of the study which has been elaborated in the previous chapter, the following model is specified:

Financial performance = f {firm specific variables, macroeconomic variables}

\[
\text{ROA} = \beta_0 + \beta_1 \text{FNLEV} + \beta_2 G + \beta_3 \text{SIZE} + \beta_4 \text{AGE} + \beta_5 \text{RISK} + \beta_6 \text{TANG} + \beta_7 \text{LIQ} + \beta_8 \\
\text{MKTSH} + \beta_9 \text{GDP} + \beta_{10} \text{INF} + \beta_{11} \text{INT} + \mu
\]

\[
\text{ROE} = \beta_0 + \beta_1 \text{FNLEV} + \beta_2 G + \beta_3 \text{SIZE} + \beta_4 \text{AGE} + \beta_5 \text{RISK} + \beta_6 \text{TANG} + \beta_7 \text{LIQ} + \beta_8 \\
\text{MKTSH} + \beta_9 \text{GDP} + \beta_{10} \text{INF} + \beta_{11} \text{INT} + \mu
\]

Where,

- ROA = return on assets
- ROE = return on equity
- FNLEV = financial leverage
- G = growth
- SIZE = size of firm
- AGE = age of firm
- RISK = risk
- TANG = tangibility
- \( \mu = \) Error Term
- MKTSH = market share
- GDP = gross domestic product
- INF = rate of inflation
- INT = rate of interest

Results and Discussion

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Profitability measured in terms of Return of Assets (ROA)</th>
<th>Beta (( \hat{\beta} )) Value</th>
<th>P-Value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Leverage</td>
<td></td>
<td>-0.215788</td>
<td>0.0000</td>
<td>( H_1 ) accept</td>
</tr>
<tr>
<td>Growth</td>
<td></td>
<td>0.195926</td>
<td>0.0362</td>
<td>( H_1 ) accept</td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td>4.849900</td>
<td>0.0445</td>
<td>( H_1 ) accept</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td>-0.479774</td>
<td>0.0438</td>
<td>( H_1 ) accept</td>
</tr>
<tr>
<td>Risk</td>
<td></td>
<td>0.099433</td>
<td>0.0002</td>
<td>( H_1 ) accept</td>
</tr>
<tr>
<td>Tangibility</td>
<td></td>
<td>-0.333619</td>
<td>0.1901</td>
<td>( H_0 ) accept</td>
</tr>
<tr>
<td>Liquidity</td>
<td></td>
<td>0.535899</td>
<td>0.0302</td>
<td>( H_1 ) accept</td>
</tr>
<tr>
<td>Market Share</td>
<td></td>
<td>-0.203980</td>
<td>0.7269</td>
<td>( H_0 ) accept</td>
</tr>
<tr>
<td>Gross Domestic Product</td>
<td></td>
<td>1.982620</td>
<td>0.0491</td>
<td>( H_1 ) accept</td>
</tr>
<tr>
<td>Rate of Inflation</td>
<td></td>
<td>-2.043311</td>
<td>0.5176</td>
<td>( H_0 ) accept</td>
</tr>
<tr>
<td>Rate of Interest</td>
<td></td>
<td>1.649308</td>
<td>0.5127</td>
<td>( H_0 ) accept</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>Profitability measured in terms of Return on Equity (ROE)</th>
<th>Beta (( \hat{\beta} )) Value</th>
<th>P-Value</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Leverage</td>
<td></td>
<td>0.395167</td>
<td>0.0012</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Growth</td>
<td></td>
<td>0.140053</td>
<td>0.0282</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Size</td>
<td></td>
<td>0.015904</td>
<td>0.3218</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td>0.245890</td>
<td>0.1638</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Risk</td>
<td></td>
<td>-0.236617</td>
<td>0.0468</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Tangibility</td>
<td></td>
<td>-0.301572</td>
<td>0.0432</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Liquidity</td>
<td></td>
<td>0.969449</td>
<td>0.0000</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Market Share</td>
<td></td>
<td>-1.567331</td>
<td>0.2428</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Gross Domestic Product</td>
<td></td>
<td>6.022212</td>
<td>0.0379</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Rate of Inflation</td>
<td></td>
<td>-8.408602</td>
<td>0.0437</td>
<td>( H_2 ) accept</td>
</tr>
<tr>
<td>Rate of Interest</td>
<td></td>
<td>5.148011</td>
<td>0.1813</td>
<td>( H_2 ) accept</td>
</tr>
</tbody>
</table>
Results of the Study

Financial leverage

For hypothesis one, the coefficient of financial leverage variable is negative and the P-value of financial leverage indicates that null hypothesis is rejected. For hypothesis two, the coefficient of financial leverage variable is positive and the P-value of financial leverage indicates that null hypothesis is rejected. Hence it means that financial leverage significantly impacts the return on equity (ROE) and this impact is positive.

Growth

For hypothesis one, the coefficient of growth variable is positive and the P-value of growth indicates that null hypothesis is rejected. Hence, it means that growth significantly impacts the return on assets and this impact is positive. For hypothesis two, the coefficient of growth variable is positive and the P-value of growth indicates that null hypothesis is rejected.

Size

For hypothesis one, the coefficient of size variable is positive and the P-value of size that null hypothesis is rejected. For hypothesis two, the coefficient of size variable is positive and the P-value of size indicates that null hypothesis is accepted and results are insignificant.

Age

For hypothesis one, the coefficient of age variable is negative and the P-value of size that null hypothesis is rejected. For hypothesis two, the coefficient of age variable is positive and the P-value of size indicates that null hypothesis is accepted and results are insignificant.

Risk

For hypothesis one, the coefficient of risk variable is positive and the P-value of risk indicates that null hypothesis is rejected. For hypothesis two, the coefficient of risk variable is negative and the P-value of risk indicates that null hypothesis is rejected

Tangibility

For hypothesis one, the coefficient of tangibility variable is negative and the P-value of tangibility indicates that null hypothesis is accepted. Hence, it means that risk has insignificant impact on return on assets (ROA). For hypothesis two, the coefficient of tangibility variable is negative and the P-value indicates that null hypothesis is rejected.
Liquidity
For hypothesis one, the coefficient of liquidity variable is positive and the P-value of financial leverage indicates that null hypothesis is rejected. For hypothesis two, the coefficient of liquidity variable is positive and the P-value of liquidity indicates that null hypothesis is rejected.

Market share
For hypothesis one, the coefficient of market share variable is negative and the P-value of market share indicates that null hypothesis is accepted. For hypothesis two, the coefficient of market share variable is negative and the P-value of market share indicates that null hypothesis is accepted.

Gross domestic product
For hypothesis one, the coefficient of gross domestic product variable is positive and the P-value of gross domestic product indicates that null hypothesis is rejected. For hypothesis two, the coefficient of gross domestic product variable is positive and the P-value of gross domestic product indicates that null hypothesis is rejected.

Rate of inflation
For hypothesis one, the coefficient of rate of inflation variable is negative and the P-value of rate of inflation indicates that null hypothesis is accepted. Hence, it means that rate of inflation insignificantly impacts the return on assets (ROA). For hypothesis two, the coefficient of rate of inflation variable is negative and the P-value of rate of inflation indicates that null hypothesis is rejected. Hence, it means that rate of inflation significantly impacts the return on equity (ROE) and this impact is negative.

Rate of interest
For hypothesis one, the coefficient of rate of interest variable is positive and the P-value of rate of interest indicates that null hypothesis is accepted. For hypothesis two, the coefficient of rate of interest variable is positive and the P-value of rate of interest indicates that null hypothesis is accepted.

Conclusion
The purpose of this study is to investigate the determinants of financial performance. The sector which has been chosen for this study is energy sector. The results have been drawn by using the panel data analysis. The results of this study show that some factors have positive impact on financial performance while some have negative impact. Financial leverage, growth,
size, age, risk, liquidity and GDP have significant impact on ROA. Financial leverage and age have significant and negative impact on ROA. Growth, size, risk, liquidity and GDP have significant and positive impact on ROA. Tangibility, market share, rate of interest and rate of inflation are found to have insignificant impact on ROA. The second objective is to examine the influences of the determinants of financial performance on return on equity (ROE). Financial leverage, growth, risk, tangibility, liquidity, GDP and INF has significant impact on ROE. Risk, tangibility and INF are found to have significant and negative impact on ROE. Financial leverage, growth, liquidity and GDP have significant and positive impact on ROE. Size, age, market share and rate of INT are found to have insignificant impact on ROE.

**Recommendations**

The financial managers of the energy sector companies should control the internal factors which need importance. The policymakers should make the integrated policies for energy industry of Pakistan by keeping in view these factors. The decision makers and investors should take into account the above factors for taking the investment decisions. It is recommended to other industries of Pakistan that they should make their financial decision by considering the significant internal and external factors regarding firm performance.
References


The Content of the Eighteenth Constitutional Amendment and Balochistan: A Critical Appraisal

Mohammad Ozair ¹ & Jahanzeb Khan²

Abstract

The research investigates the question of provincial autonomy in case of Balochistan province after 18th constitution Amendment. As the region being rich in terms of natural resources; however, remains the least developed and poorest federating units among the four provinces of Pakistan. The impoverished province has always protested against the constitutional rights with respect to its just shares in resources explored in the region. Several times, undemocratic means have been used to oppress their rising demands of provincial autonomy. However the power elite has been failed to materialize it. Rather, the notion of unjust sharing of resources has augmented the contestation between the center and smaller federating units.

The nature of these issue are not new, rather these are historic. Several efforts in the shape of constitutional amendments were made to deal with the issue of disparity and inequality; however, nothing productive has been done. The rising gap of inequalities, unjust distribution of the resources and the question of political autonomy has continued problematic between the center and Balochistan even in the post 18th constitutional Amendment. The central government and power elite in the province are contributing in widening the prevailing disparity and imbalanced distribution of resources in the region. The masses of the province have considered themselves as disregarded and are being cheated by a ruling elite power.

Key Words: Center province relations, provincial autonomy, natural resources, National Finance Commission (NFC).

Introduction

Since its inception, the federation of Pakistan has faced persistent friction between its Eastern and Western Wing. Several steps have been taken to address these instabilities in the shape of Objectives Resolution (1949), the One Unit (1955) and the development of several constitutions along with

---

¹ Ph. D Scholar at the Department of Political Science, University of Peshawar.
Email # ozairbalochma@gmail.com
2 Assistant Professor, Area Study Center University of Balochistan, Quetta.
adoption of various constitution amendments; however, these initiatives proved ineffective in addressing core political concerns between the wings. As a consequence, this attitude of the power elite of West Pakistan led to the emergence of Bangladesh. After the fall of Dakha and the formation of four provinces under a centralized federal system, the dissemination of resources and distribution of political powers have remained a main bone of contention between the center and federating units (Khalid, 2013).

In this respect, various constitutional amendments and reforms package have been made to give more power to the smaller provinces since 1973. In the initial phase, both provinces (Balochistan and Khyber-Pakhtunkhwa) temporarily recognized the 1973 Constitution with a promise that concurrent list would be abundantly eliminated within a duration of ten years; however, this has never happened. In additional to that the Article 158 of the Constitution guarantees the provinces by receiving the first right to consume and fulfill their requirements of all resources including oil and gas before these are transferred to the other federating units. Similarly, the Article 172-3 of the constitution states that both the province and the federal government have the share of 50:50 for mineral oil and natural gas. The federal issue in Pakistan is deep-rooted in the tenacious crisis of center province relations. A profile of Punjabization of the state underlines the claim for provincial autonomy in the three smaller provinces (Balochistan, Sindh and KP) (Khan H. , 2012, pp. 884-89)

In this regard, the 18th Constitutional Amendment destined to be a landmark accomplishment in constitutional history of the federation since it granted maximum provincial autonomy to the provinces with respect to their resources. In addition, it attempted to bring about a balance of power between the center and provinces (Mujahid, 2010). This amendment was also meant to upsurge the power of the constituent units with regard to their domain of legislation and execution of the administrative and financial matters, abolished the concurrent list, provided more autonomy to the units over their natural resources and more importantly it reduced the role of president in imposing emergency over the provinces matters. More significantly, local government and devolution of power was another significant development of this Amendment which facilitated the government to come closer to the people (Sattar, 2011).

**History of Eighteenth (18th) Constitutional Amendment**

- **The Necessity of Introducing 18th Amendment**

  The continuous civilian and military leaderships have always attempted to accumulate powers of a de facto rule in the country by refusing to serve the masses under the constitution. Their interventions have never let the parliament
and cabinet to work independently. No doubt, the provisions of 1973 constitution and several constitutional amendments were meant to serve the good will of the military; instead focusing on public good. For instance, in the 1973 constitution, the 8th Amendment, Legal Framework Order (LFO 2002), and the Seventeenth Amendment have been considered as the key developments in the constitutional history of Pakistan which not only undermined the parliament’s sovereignty and denied the peoples’ political, civic and fundamental rights, but also discouraged the democratization process (Hanif & Khan, 2011). As a result of these developments, the democratic and parliamentary culture could never flourish in the country.

In this state of affairs, the parliamentary and democratic forces have realized the necessary to correct the democratic course by reestablishing the true spirit of the 1973 constitution; so as the parliament and other nominated governments could function and play their due constitutional roles with full freedom. In this regard, the need of 18th Constitutional Amendment came into being.

- **Constitutional Reforms Committee 2009**

  When the elections of 2008 were conducted by Musharraf, the Pakistan People’s Party (PPP) secured maximum seats and undertook power in the country. Right after assuming power, the PPP leadership constituted a Constitutional Amendment Committee in 2009 to suggest a package of constitutional amendments so that to restore the original nature of 1973 constitution. The Committee consisted of 26 members who were chosen from major political parties. These stakeholders developed a consensus draft bill which was discussed in the senate and National Assembly and then was anonymously passed on April 20, 2010.

  The constituted 26-Member Committee included only 11 members from the mainstream political parties, i.e., the PPP-5, the Pakistan Muslim League-Nawaz (PMLN) 3 and the Pakistan Muslim League Quaid-i-Azam (PML-Q)-3. The remaining 15 members included the MQM-2, the ANP-2, the Jamiat Ulemai-e-Islam Fazlur Rehman-2 and one each from the Balochistan National Party (BNP), Jam’at-e-Islami Pakistan (JIP), the National Party (NP), the Pakistan Peoples Party-Sherpao (PPP-S), the National People’s Party, the Pakhtoonkhwa Milli Awami Party and the Jamhoori Watan Party (JWP).” (Khan M. H., 2011)

  The main emphasis of the committee was on the 17th Amendment, Charter of Democracy (2006) and provincial autonomy of the provinces which was further extended to the following areas; strengthening the role of parliament and provincial Assemblies, promoting good governance and transparency,
granting more provincial autonomy, strengthening independency of judiciary and institutions and respecting merit respectively. Thus, the 18th Constitutional Amendment was an enormously significant move in the chequered political and constitutional history of Pakistan. This amendment has reclaimed the actual spirit of 1973 constitution which was passed by the Parliament on 20th April, 2010 (Musarrat, Ali, & Azhar, 2012).

This historic achievement in a way was accomplished as a result of several rounds of discussions and concessions. (Hashumi, 2010). The amendment presented significant changes in the 1973 Constitution. About 36 percent of 1973 constitution was amended. 102 articles out of 280 Articles either were amended, deleted or added (Rabbani, 2012). The 18th Amendment has brought a major paradigm change in the hefty centralized federal arrangement into a decentralized one by encompassing more administrative, political and financial powers to the provinces. The 18th Amendment may be termed as a second Grand National political consensus after the adoption of the 1973 Constitution. The only purpose of this development was to strengthen the feeble democratic structure of the country (Khan, 2012).

The Contents of the 18th Amendment

The 18th Amendment has brought about a major paradigm shift in the heavy centralized federal structure into a decentralized one by extending more political, financial administrative powers to the provinces. To some extent, it reclaimed and strengthened the true nature of 1973 constitution by accomplishing the long standing demands of provincial autonomy of the smaller federating units have been fulfilled by the federal government (Javed, 2010). (Also see, “Analysis: Five Years of the 18th Constitutional Amendment”, 2015). The paper will try to through a glance whether changes brought in the constitution and the autonomy granted to the Balochistan province have been fulfilled or not. The main changes made in the Constitution, were as follows;

- Under this Amendment, the nature of federal and parliament of the constitution was restored.
- The 8th and 17th Constitutional Amendments were abolished from the constitution under 18th Amendment,
- Under this Amendment, the presidential powers have been transformed to the parliament and to the office of Prime Minister. It empowered and enlarged the role of senate and made the cabinet accountable for any move. The members of senate were increased from 100 to 104. It also increased the working days of the senate from ninety to one hundred
and ten. (Tirmizi, *The News*, 7 April 2010). The provinces have the same kind of powers.

- Article 6 of the Constitution provides for penalty of person found guilty of High Treason. However, the Eighth Amendment altered it considerably by adding a new clause 6 (A) which states that it shall not be validated and recognized by any court whether it is High Court or Supreme Court. By doing so, it may help to reduce repeal of the constitution and lessen the military rule in the country.

- Regarding the basic and fundamental rights, a new article 10 (A) and 19 A have been introduced in the constitution that every citizen of country shall without any judgment and discrimination has the right to just trial and access to information in all matters pertaining to public importance. Also in the same chapter, article 25A was added that it is the state’s responsibility to provide free education to the children from the age of 5 to 16. (Fakhr-ul-Islam, 2013)

- Another significant development in the Amendment was granting greater autonomy to the smaller federating units. After the enactment, the parliament would have the power to make legislations with regard to federal legislative list. It also granted power that the provincial assemblies will make laws with respect to any matter not counted in the federal legislative list. The concurrent list has been removed from the constitution. The following articles 70, 142, 143, 144, 149, 157, 160, 161, 167, 172, 232, 233, 234 of the constitution were either modified or fully altered. (Fakhr-ul-Islam, 2013).

- Seventeen federal ministries were handed over to the provinces. Under the Article 38, the promotion of socio-economic uplift of the citizens has been guaranteed by the federal government. Through addition of a new paragraph to article 38 of Principles of Policy, disparities on the concerning shares of provinces in numerous services have been removed.

- The edited Article 39 was aimed at involvement of people from all provinces in Armed Forces have balanced the representations including all minorities of the federation in the military which was meant to be accomplished within 5 to 10 years.

- Around 61 to 231 staffs of the federal government employees are repositioned in the wake of abolishment of these ministries.

- Article 140-A is retained. It meant to delegate powers to the local bodies and elections shall take place under Election Commission of Pakistan. The term of Election Commission was extended from three to five years by the ECP.
The demand of self-rule by the provinces was fulfilled by introducing new changes in the constitution. Around 63 federal subjects were transformed to the federating units such as oil and gas, taxes on the oil and gas. Assets, excise duty and taxes on goods and passengers. (Farzana, 2015)

As per Article 153, the Council of Common Interest was strengthened and empowered with maximum mandate with regard to dispute settlement. The Prime Minister Acts as the head of CCI. Its members were elected from both, the center and province to settle the emerging issues between the center and smaller provinces. It has to meet once in quarter. (Hamid, 2010)

Article 156 of the constitution deal with the National Economic Council (NEC) was reformed which previously gave the provision to the president to appoint one member from each province with the consultation of provincial government. However, under the 18th Amendment, this responsibility went on the shoulders to the Prime Minister to nominate the Council’s members. This in fact is a clear violation of the rights of the province and provincial autonomy. (Khan M. H., 2011)

Article 157 was abolished from the concurrent list and transformed to the Federal List Part-II by which more responsibility and greater provincial autonomy (administrative and financial) was met to a great extent. It is now dealt with Council of Common Interests. It provides constitutional arrangements where the disputes are resolved between the central and provincial governments. So any issue related to this article may be moved to the CCI. Prior to taking any decisions with respect to construction of any hydro-electric, power installations or grid station for generating electricity, the federal government should consult the provincial governments (Rabbani, 2012).

Article 160 of the constitution was amended on two grounds; I) (3A) and (3B). Clause 3A specifies that the share of the provinces shall not be less than that of the preceding one. It was expected to transfer the financial revenues from the center government to the provinces and to compensate the past imbalances. Clause 3B was introduced and appointed the federal and provincial finance minister to look after the Award to better govern and administer the pertaining matters of the provinces and federation (Hanif & Khan, 2011).

With respect to natural gas and hydro-electric power, the 18th Amendment adds clauses to the Article 161 that: (a) “The net proceeds of Federal duty of excise on natural gas levied at well-head and collected by the Federal Government and of the royalty collected by
the Federal Government, shall not form part of the Federal Consolidated Fund and shall be paid to the Province in which the well-head of natural gas is situated;

(b) The net proceeds of the Federal duty of excise on oil levied at well-head and collected by the Federal Government shall not form part of the Federal Consolidated Fund and shall be paid to the Province in which the well-head of oil is situated.” (Hashumi, 2010).

- Article 167 provides the privileges to a Province which may raise domestic as well international loan by guaranteeing on the safety of the Provincial Consolidated Fund.
- Similarly, article 172 (3) reads that the resources (mineral, oil and natural gas) are adjacent to the territorial waters within the provinces then the provincial government and central government will jointly and equally benefit from such resources. (Hamid, 2010)

Rights Given to the Provinces with Special Reference to Balochistan

The pre-and post-partition politics of the sub-continent has revolved around the critical question of rights of the tiny states or provinces. Federalism, as a democratic notion of constitutionally separated powers between the federal governing mechanism or an authority and federating units, has been a promise for the creation of Pakistan. The proclaimed founder himself in an interview with the Associated Press of America on 8th November 1945 had explicitly elaborated that

“The theory of Pakistan guarantees that federated units of the national government would have all the autonomy that you will find in the constitutions of the United States of America, Canada and Australia. But certain vital powers will remain vested in the Central Government such as the monetary system, national defense and other federal responsibilities” (Khan, 2012).

Since the emergence of the federation, question of provincial autonomy has remained a bone of contention between the center government and its federating units. The centralization of political power within some power elites in the country has caused a sense of deprivation and marginalization among the people of smaller provinces including Balochistan.

Critical Analysis of the 18th Amendment

The 1973 Constitution also could not deal with the issue of provincial autonomy in spite of being the mere unanimous constitutional document in the political and constitutional history of Pakistan. The fight for provincial
autonomy continued, but the attitude of the central government was of showing cold shoulder (Mujahid, 2010). In this regard, the 18th Amendment was an attempt to revive the original structure of 1973 constitution. It was considered as a comprehensive reform package proposed the federal government to grant enough provincial autonomy to the smaller constituent units particularly Balochistan to meet out their persistent demands including the demands of provincial autonomy (Waseem 2010). Theoretically, the long standing demand of provincial autonomy was in a way fulfilled by the enactment of the 18th Amendment. So the paper will try to analyze whether the rights given to Balochistan constitutionally, have been materialized or it was just a kind of documentation to gather dust in the pages of history.

The Amendment meant to address this claim of Article 172-3 which states that for any Mineral Oil and Natural Gas discovered within the provincial territory then both the provincial and federal government will be the Joint and Equal Owners. In contrast, Article 158 states that: “The Province in which a well-head of natural gas is situated shall have precedence over other parts of Pakistan in meeting the requirements from that well-head, subject to the commitments and obligations as on the commencing day”. It is unfortunate to know that still many parts of the province have no access to domestic gas for cooking purposes, despite Balochistan being the major supplier of Natural Gas in Pakistan (Tareen, 2015).

Under the 18th Amendment, the formula for distribution of financial resources was envisioned through the 7th National Finance Commission (NFC) Award. It is stated that all matters falling in Federal Legislative List Part II will be dealt in the Council of Common Interests respectively. Similarly, the article 154 (1) states that the CCI shall meet at least once in every 90 days, but unfortunately, a forum of such importance is not taken honestly and the meetings are not summoned as per the designed schedule. The 7th NFC has improved the share of Balochistan province in Federal Divisible Pool from 7.05 to 9.09 percent which has resulted in inflow of supplementary funds of above 40 Billion in post 7th NFC award in the year 2010-11, but the amount was misused and injected as the Non-Developmental Expenditure which ought to be allocated for mega infrastructure developmental projects instead of wasting it under the Non-Developmental Expenditure (Faiz, 2015).

- **The Issues of Devolution**

Devolution has been another critical issue between the province and the federation of Pakistan. In fact, the 18th Amendment was an initiative made by the central government to transfer the key federal ministries and departments to the provinces so that they better perform in their respective premises.
However, the result seems disappointing where the Key ministries have not been devolved to provinces yet. The Labour Ministry has been devolved, but the Federal Government still grips the revenue generating EOBI. Similarly, the Ports and Electricity is a joint subject under Federal Legislative List II, where the province doesn’t have not inclusive control over it. Same as the case with the present Federal Health and Education Ministries that have been delegated to province with the greater interest of the federal government; however it lacks the required facilities and the province doesn’t have the capacity to improve it. Thus, Article 172-3 cannot help the people of Balochistan until and unless all the corresponding rules and policies related to oil and gas are revisited in accordance with the 18th amendment (Khan, 2015).

Moreover, it is not the case with the Balochistan government that persistently points the finger at the discriminate policies of the center government, but also the Jamit-e-Ulma Islam’s leader has believed that provincial government has no authority with regard to the matter pertaining at provincial level. Currently, most of the powers are rested and regulated in the hands of the FC and IGFC. Furthermore, he says that even today the people of region called the policies of the power elite as” third umpire”. In the same fashion, Afrasiab Khattak of Awami National Party (ANP) said that the (CCI) was supposed to meet at least once every 90 days, but it had not met for over six months. He said no meeting of the CCI has been summoned for so long (Khan I. A., 2014).

Apart from Balochistan, the Chief Minister of Sindh Qaim Ali Shah expressed apprehensions many times that the 18th Amendment is not being implemented completely by the federal government. There used to have around ten ministries which have not been transferred to the provinces. He said that he had taken the matter to the CCI and to the committee of the inter-provincial coordination forum. However, a very little has been done to implementing this issue (Ghori, 2016). Similarly, “If it is not fully implemented in its true spirit, it will be a negation of the real federation and will increase tensions and widen the gap between the Centre and the provinces, especially Balochistan,” it says (Rabbani, 2012).

- The Injustices in the Higher Education Commission (HEC) Quotas

It is a matter of grave concern that the Terms of References (TORs) and HEC ordinance 2002 do not comprise information related to its functions that how HEC resources should be distributed among the provinces. While looking at the HEC’s annual report of 2010-11, it does provide the answer for this question. The Executive Committee of National Economic Council (ECNEC) permitted the provincial quotas in PhD scholarships in July 2011 in which the share of Balochistan was fixed to six percent (Amir, 2015).
After the approval by ECNEC with regard to the provincial shares, three annual reports have been issued. In those issued reports Balochistan has botched to receive none PhD scholarships in its established share. In the years, 2011-12 Balochistan managed to get 1% of 5,524 PhD Scholarships. In the year 2012-2013, Balochistan only succeeded to get 1.04% out of 2,895 PhD scholarships. However, in case of 2010-11, Balochistan’s shares in HEC quota in PhD scholarships were at all-time less than of 0.11 percent. So, in the last three years, the aggregate share of the province is 0.72% as contrasting to its mandated share of six percent which evidently shows that HEC authorities are openly violating the decisions made by the ECNEC (Amir, 2015).

There is another critical issue of the six percent of quota in federal departments for the residents and local holders of Balochistan. In these departments, the local or domicile holders of Balochistan are systematically made deprived of their prescribed six percent share in the federal departments and respective ministries. It is said to mention that on the top bureaucratic position, the representations of the people of Balochistan are extremely lacking to make their way to certain ministries and hardly the Baloch are positioned. Out of 49 federal secretaries even not a single person is from the province. More importantly in the most top administrative hierarchies, the Baloch are hardly adjusted. However, several attempts have always been made to balance the existing gap of injustices by giving the low-scale jobs to the residents of Balochistan (Hamir, 2015). This attitude of the ruling political power elite of not only of the center, but also of the province has produced a great sense of anger within the educated youth of Balochistan. The educated class considers it as a well-structured, planned and systematic deprivation of the people from the federal jobs.

Another sensitive matter is of the fake domicile holders. Most of the people from other provinces are trying to benefit themselves from the shaky province. The deteriorating education state paves the way for those who are having bogus domiciles who are neither the natives nor the residents of the respective province. Shah Meer writes in his article “The reason having a fake domicile is clear: to take advantage of the lack of access to education in Balochistan that gives these “carpetbaggers” a testing advantage in the government’s competitive examinations, and the knowledge that Balochistan’s citizens lack the means to challenge the hijacking of federal posts, Central Superior Services (CSS) quotas and foreign scholarships” (Meer, 2016).

In CSS exams in 2014 the two candidates, having bogus domiciles, were declared fake who were positioned against the Balochistan quota. Likewise, once a petroleum engineer from Balochistan was in search of a job. Interestingly, the guy was asked by a high official from Islamabad that why he
wouldn’t acquire a fake domicile of Balochistan and would easily secure a job in OGDCL. The Baloch seethed inside and said “Sir, I belong to an area of Balochistan where gas is being produced and companies are working; yet I have been denied a posting there. On the other hand, people from other provinces come and join companies with fake domiciles. But I can do nothing while all this is being done in front of my eyes.” (Meer, 2016). Also one can find the evidences from the Higher Education Commission as well. If the government of Balochistan initiates verifications of the candidates awarded foreign scholarships under the Agaz Haqooq Balochistan, then one can find numerous cases of fake domicile holders who are securing jobs in the federal departments.

In this regard, while addressing a meeting of the Senate standing committee on inter-provincial coordination, the former Chief Minister of Balochistan Dr. Abdul Malik said that they have been raising complaints with regard to fake domicile holders. He urged the federal government to guarantee the scrutiny of bogus domicile holders before granting jobs to them on the basis Balochistan quota.

- **The Question of Provincial Autonomy**

The 18th Constitutional Amendment carried some changes with respect to provincial autonomy where the constituent units were empowered with regard to provincial autonomy; however, there has always been conflicting views from the provincial government that they have hardly consulted in their provincial related matters especially in case of ongoing mega projects. It is evident in case of Balochistan that the former CM Abdul Malik Baloch questioned the federal government about the Gwadar deal. (Shah, 2015). But he said that nothing has been done so far and all the powers are being exercised by the federal government. (Pakistan Post, 2015). Thus, the prevailing circumstances of the province discloses the fact that the 18th Constitutional Amendment continued dysfunctional in Balochistan as it failed to integrate the group of estranged Baloch within the federation.

**Conclusion**

In the chequered political and constitutional history of Pakistan, there has always been a demand of provincial autonomy by the constituent units against the federation of Pakistan. This demand did not appear right after the formation of this country; however, the nature of this demand was inborn in struggle movement for a separate homeland during the colonial period. Even the Pakistan movement was mainly centered to gain more autonomy with respect to the Muslim majority regions. The founding members of Pakistan movement believed that after getting independence from the colonial rule, the
issue related to autonomy would be resolved. However, the result was vis versa; and competition emerged within the masses for their rights.

In the early days of independence, the country faced challenges and then the issues were accelerated in the shape of the constitutional building. The previous constitutions couldn’t cope with rising demands of the provinces. Though the ruling elite used different tactics (coercion, use of force, operations etc.), but couldn’t sustain its supremacy at the societal level. The 1973 constitution in a way resolved the tenacious demand of autonomy; however, it couldn’t completely deal with the prevailing demands of provinces. More importantly, the growing military rule in the country also accelerated this notion of distrust.

In this context, the 18th Constitutional Amendment came up with an accomplishment in the constitutional history of Pakistan. Most of the Pakistani scholars and policy makers consider it as reform package initiated with the consent of the central and provincial government. This package was aimed at granting concentrated autonomy to the smaller provinces to strengthen the federation of Pakistan. The smaller federating units (Sindh, Balochistan and PK) have protest against the mishandling of the federal government. Balochistan being the most resource rich region, considered itself is the most deprived province in the Pakistani federation.
References


Hamid, S. (2010). Impact of the 18th Constitutional Amendment on Federation-Provinces Relations. PILDAT.


Ethnicity and Traditions: The Resilient Social Barricades to Women’s Education in Balochistan

Shereen Yunus Khan¹ & Dr. Fateh Mohammad Burfat ²

Abstract

This paper is derived from the author’s M. Phil dissertation (Socio-economic dimensions of women’s employment in Balochistan). This study is an attempt to study women from women’s perspective, highlighting the role of ethnicity and traditions in hampering the path of women’s education in Balochistan. The present study was designed to investigate the influence of patriarchal setup on enforcing norms that threaten women’s progress and education. Four hundred and fifty female respondents were randomly selected from Quetta and data collected through semi-structured questionnaire. The results of the study indicate that the traditions and ethnicity hold a vital position in social setup with high level of inflexibility. In patriarchal social setup of Balochistan, women’s education is at distressing stage and due to unawareness and inculcated submission women’s acceptance of their present further aggravates the situation.

Key Words - gender inequalities, patriarchy, traditions, women education

Introduction

Balochistan is a multilingual and multiethnic province, with remorsefully the lowest socio-economic indicators. Women are in most deprived conditions with the lowest proportion of right of entry to the education and career opportunities. The education rate and standards of education are in deplorable state as most of the population is absolutely dependent on their tribal values, unable to escape from cultural and traditional shadows towards progress and social change. The position of the women in the world in general and in the Pakistani society in particular differ considerably across regions, classes, and the rural and urban division because of uneven socioeconomic development (Hashmi, Zafar, & Ahmad, 2008). Taking the average, the role of the women

¹ Assistant Professor, Sociology Department, Sardar Bahadur Khan Women’s University, Quetta Email: mrs.qaiser@yahoo.com

² Vice Chancellor, University of Sindh, Jamshoro, Sindh, Pakistan Email: fatehmuhammadburfat@gmail.com
is one of the systematic subordination, comparatively positioning them mostly at the bottommost of the edifying system (Noureen, 2011).

Government and the enlightened groups’ attempts considerably to rise up the status of women in Pakistani society and due to their sincere efforts there is a noteworthy elevation in the women’s status comparatively to the one in the past. Main focus is on women’s education to endow them their basic right strengthening economy by decreasing dependency ratio (Mahmood, 2012). For the contribution towards economic and social development, both males and females equal access to education is mandatory as it ensure efficacy and effectiveness (Shaikh, Baghat and Gill, 2015). Women’s status in social setup needs enhancement which is possible by means of education process, placing them on equal grounds with their male counterparts though employment and income (Noureen, 2011) (King and Hill, 1993) and standing against discriminatory practices (Malik and Courtney, 2011)

Women form nearly half of the population of the country and it is absolutely unfair not providing a balanced opportunity structure for men and women. Today the position of its women as compared to its men is an imperative index of modernization of any society. The society cannot attain development in true sense unless women of that society make progress. In the development and growth of a nation, Women’s education is a vital concern, since investing in female education not only ensures economic benefits but social benefits as well, in the form of children’s upbringing and socialization (Khalid & Khan, 2006). Education grooms women’s personality by making her more obedient to her parents and husband by developing rational thinking towards worldly affairs and prevailing social values (Khattak, 2013). Even today, in spite of these fundamental realities women are not given adequate opportunities and sufficient prospects to develop and play a significant role in the process of development in most societies. In most societies, despite of their vital contribution in the socio-economic fields, women are considered inferior to men and are in real sense treated as second class citizens, regardless of the fact that equal rights have been granted to them in most modern constitutions. Pakistan is one of the stereotypes, where egalitarian status and rights have been granted theoretically since independence but practically only a small number of educated women have achieved equality in different fields but by and large, women are still discriminated, exploited and subjugated. They are totally deprived of their rights and are kept at lowest status by keeping the disparities on gender basis (khan et al. 2014). The influence of tribal/ethnic, feudal, and capitalist social formations on women’s lives contributes significantly in this accord. At household level, girls’ educational attainment hindered by
traditionally patriarchal gendered customs (Sathar and Lloyd, 1994) (Sarkar, Reza and Hossain, 2014) (Shayan, 2015).

The basic perception of Pakistani society on which the gender relations are based is that women are subordinate to men. Women’s submissive attitude is taken for granted and thus the inferior status snatches their rights and suffocating their voices for demanding the equal rights (Moghadam, 1992). Other perception on which the gender relations are based is that a man’s honor resides in the action of women of his family. In other words, women are responsible for maintaining the family honor as it is attached with their characters. Women are considered to be accountable for any disgrace to the name of the family consequently ensuring that they do not dishonor their families, the mobility of the women is limited by society enforcing the restrictions on their behavior and conduct in this accord, and women are permitted to keep limited contacts with opposite sex. The affluence and development of any society for the most part depends on the efficiency of its instructive and enlightening system and finest educational system is that which offers identical openings of getting education to all its members (Chaudhry & Rahman, 2009).

Like in any institution today, we see gender discrimination in the field of education at all levels. This disparity starts from the rate of enrollment to access to various facilities in education to dropout rate and utilization of knowledge and training. The significance of part played by women in economic advancement has not been appropriately recognized. Women in majority societies are in a deplorable state showing poor linguistic ability, inferiority complex, emotional diffidence, lack of enthusiasm, and strain in adaptation and absorption in social setup. Not only in Pakistan but all over the world women’s education has been sadly neglected (Shah and Shah, 2012). As compared to men’s women’s educational opportunities are lesser. In this regard may be the traditional role of women hampers a lot in the path of education as when we talk about boys we talk about their careers but when we talk about girls we talk about their marriages. The traditional role of women portrays her as a housewife and it does not require formal education. The rigidity in traditions varies across urban and rural regions. As compared to rural and tribal areas, these constraints are relatively tolerantly practiced in the urban and plains areas (Jamal, 2015).

The fundamental conviction that there was something out of the ordinary about personality of women which would be destroyed by excessive education provides the basis for the conservative attitude towards women’s edification and afterward against its spreading out in non-conventional quarters (Ali and Ali, 2015). In Pakistani society the progress of women’s education is
essentially associated with opinion of the genders’ role. The liberation role of education, by widening the mental horizon and increasing awareness has yet to be fully recognized by most people. Hence, even after independence, despite of having higher level of motivation than boys, educational goals for girls remained substantially different from those for boys.

**Objective**

The main objective of the study is to identify the role of traditions and ethnicity in hampering the path of women’s employment.

**Research Questions**

1. What are respondent’s views about their ethnic values?
2. What is the structure of respondent’s family on the basis of authority?
3. Who, among the family members, is with stronger influence in enforcing ethnic values?
4. What are the respondents’ perception about Traditions and ethnicity hindering the path of women’s education?
5. How respondent react against traditional norms that hamper women’s education and progress?

**Methodology**

The data for the paper comes from a larger study. The study adapted the application of systematic and logical methods to acquire knowledge, to remove the elements of vagueness and to expose the answers to consequential queries. Mixed research method used in the study embracing both qualitative and quantitative data. Quetta district, as the universe of the study, was taken as the city being the capital of the province Balochistan and having the diverse composition of both urban and rural populace. Keeping in view the needs and requirements of the topic, the type of method for the study was survey method. The statistical practice concerned with the selection of individual observations intended to yield some knowledge about a population of concern was done through simple random sampling. The respondents were all female, since the study aimed to explore the problem from feminine perspectives. Data collection process was done through semi structured questionnaires, comprising 46 structured and unstructured questions, carefully formulated to collect primary data for the present study. The questionnaires were formulated in both English and Urdu for the sake of convenience of the respondents. The data collection process followed by the process of editing, coding and computerization carried out for data analysis. The quantitative/empirical modeling employed to narrate the trends of data in scientific description using SPSS, to address the societal issues for policymaking.
Results and Discussion

Table 1: Socio-demographic information of the respondents

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20---29</td>
<td>158</td>
<td>35.1%</td>
</tr>
<tr>
<td>30---39</td>
<td>177</td>
<td>39.3%</td>
</tr>
<tr>
<td>40---49</td>
<td>84</td>
<td>18.7%</td>
</tr>
<tr>
<td>50---59</td>
<td>19</td>
<td>4.2%</td>
</tr>
<tr>
<td>60---above</td>
<td>12</td>
<td>2.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>00</td>
<td>0%</td>
</tr>
<tr>
<td>Female</td>
<td>450</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Ethnic group</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pathan</td>
<td>105</td>
<td>23.3%</td>
</tr>
<tr>
<td>Baloch</td>
<td>45</td>
<td>10%</td>
</tr>
<tr>
<td>Brahvi</td>
<td>20</td>
<td>4.4%</td>
</tr>
<tr>
<td>Hazara (persian)</td>
<td>70</td>
<td>15.6%</td>
</tr>
<tr>
<td>Punjabi</td>
<td>124</td>
<td>27.6%</td>
</tr>
<tr>
<td>Urdu speaking</td>
<td>86</td>
<td>19.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>matriculation</td>
<td>6</td>
<td>1.3%</td>
</tr>
<tr>
<td>intermediate</td>
<td>26</td>
<td>5.8%</td>
</tr>
<tr>
<td>graduation</td>
<td>282</td>
<td>62.7%</td>
</tr>
<tr>
<td>masters</td>
<td>136</td>
<td>30.2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>187</td>
<td>41.6%</td>
</tr>
<tr>
<td>Unmarried</td>
<td>252</td>
<td>56%</td>
</tr>
<tr>
<td>Widow</td>
<td>11</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>450</td>
<td>100%</td>
</tr>
</tbody>
</table>

The sample consisted of majority of the respondents (39.3%) belonging to the age group of 30—39 years. Since the study was to perceive the issue from women’s point of view therefore the gender split was 0% (n = 0) male and 100% (n = 450) female. In the multiethnic province of Balochistan, each ethnic group has its own traditions and thus varies from each other regarding the flexibility towards female education. The table depicts that majority of the respondents were Punjabi constituting 27.6% of the total population, followed by Pashtuns and Urdu speaking with 23.3% and 19.1% respectively. Tool of data collection was questionnaire which required the educated sample and according to the collected data most of the respondents were graduates making 62.7% of the total population. On the basis of marital status majority were unmarried (n=252), some (n=187) were married and few (n=11) were widows.
Traditions and customs are very important for an individual as a member of a social group while transforming from human being to social being. Our value system evolves from our cultural grounds and then further demarcates the parameters of our social conduct. Values are the standards on which one judges something to be right and wrong, moral or immoral, legal or illegal etc. Our culture provides us values as measuring standards. Values symbolize a decisive part of our culture by helping in the formation of grounds and organization of our families in particular and our society in general. Values define our past, shape our present and predict our future. Each recognized member of a social setup holds and is influenced by the values, regulated by respective ethnic groups; however they differ in how intensely they hold them. This is related to how social values have been shaped and implemented. No doubt that the values are the vital elements of a culture, nevertheless, there exists the gap between the values that people acknowledge to have and the behavior that controverts them. Like ideal and real culture, there is a marked difference between ideal and real social values. Ideal social values include the standards and expectations that a social group claims to have, encompassing a flawless, uncompromising regulatory system that commands perfect conduct. Using ideal value system one is either right or wrong, with black and white Rules, with no gray areas showing exceptions or exemptions on any base. Real social
values, on contrary, include the standards that are actually followed by a social group, embracing an adjustable value system that is implicated frequently as conventional guiding principles for anticipated manners. Right and wrong are separated, but exemptions occur for commonly everything. In Balochistan, predominantly in male-controlled setups the decision to grant exemptions is authorized by male members of society, keeping them at privileged side while jeopardizing female part of society.

Table 2: Family structure on the basis of authority

<table>
<thead>
<tr>
<th>Family type</th>
<th>Frequency</th>
<th>%</th>
<th>Relation</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Patriarchal</td>
<td>373</td>
<td>82.9</td>
<td>Father</td>
<td>217</td>
<td>48.2</td>
</tr>
<tr>
<td>Matriarchal</td>
<td>22</td>
<td>4.9</td>
<td>Mother</td>
<td>175</td>
<td>38.9</td>
</tr>
<tr>
<td>Egalitarian</td>
<td>55</td>
<td>12.2</td>
<td>husband</td>
<td>31</td>
<td>6.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>450</strong></td>
<td><strong>100</strong></td>
<td><strong>Brother</strong></td>
<td><strong>27</strong></td>
<td><strong>06</strong></td>
</tr>
</tbody>
</table>

The social and cultural context of Pakistani society is principally patriarchal. Here most of the families are head by male and decision making process is almost wholly in the hands of male members of the family unit. Majority of the respondents (n=373) revealed that on the basis of authority their family is patriarchal in nature and female members have very less to say in the important issues or decision. The word ‘patriarchy’ literally means the rule of the father, it is applied by and large to refer to male hegemony and authority, to the supremacy interactions by which men lead women, and to depict an arrangement whereby women are retained subservient in a numeral ways, both in public and secluded domains. Patriarchal setup deprives women of their rights and the submissive attitude of the women of our society further facilitates this deprivation. In a family unit, women are surrounded by the intimate relations whose authority is considerable over their life. In a family unit ethnic rules and regulations are enforced and the prime agents of enforcing these rules and regulations may be father, mother, husband or brothers. According to the data majority of the respondents, constituting 48.2% of the total population, thought about father’s influence to be stronger in enforcing ethnic rules and regulations. Since Balochistan is patriarchal society where there is male domination therefore father, husbands or in some cases brothers are the stronger enforcing agents of rules and regulations. To some respondents mother’s influence is stronger however mother is under the authority imposed by husband thus manifests his perception and enforce rules acceptable by male domination. Be him a father, brother or a husband, it is in most cases the
authority of a male member within household over the decision making process subjugating women in all walks of life in a patriarchal family structure.

**Figure 2: Perception about ethnic values**

Ethnic values have their importance as they provide overall guiding principle for societal conduct and none of the member of a culture thought about values to be not significant at all. The importance of ethnic values differs in different ethnic groups. Majority considered their ethnic values to be very significant and some disagreed to this. The criteria on the basis of which the ethnic values are given importance vary. However few major reasons behind not giving ethnic values their due importance are deviation from Islamic values, hindering the path of progress and discriminating among the members on the basis of sex particularly. Most of the respondent viewed their ethnic values as very rigid. According to them they are very rigid and cannot be bent easily. There is very less flexibility in them leaving no other option but to accept them and if they are not conformed, the deviant has to face informal sanctions.

The patriarchal structure unremitting to exist given men to be in charge of over all aspects of women’s lives, including domestic, reproductive, productive, socio-cultural and legal. The men-dominated value system and socio-economic structure is retained and even internalized by women. They generally tend to be unacquainted of their role, not being able to recognize the extent of their involvement and contribution in productive and reproductive activities. Decision-making in Pakistan has been regarded as a predominantly male prerogative. Women are largely neglected in social, economic, political and legal spheres, although some progress has been made in the enhancement of women in all areas of society. Here, women’s access to education, property, career etc. as compared to men, remains considerably lower which is a threat in the path of progress. The predominantly patriarchal nature of cultural and social context of Balochistan restricts the participation of women outside the family or household limitations.
Traditions and ethnicity have their worth but sometimes these traditions prove to be an obstacle in the way of women’s education. In our society, there is an evil custom of parting female members from education depriving them from their basic right. Traditions mostly do not allow women to go outside home even if they are in limits predetermined by our religion. Most of respondents agree that traditions hamper the path of women development and progress by keeping them away from intellectual development. Narrow-mindedness of our traditional setup perceives women’s education to be a threat against cultural norms. This perception holds that educating women can be detrimental as it gives women liberty and freedom encouraging them to cross their cultural parameters. Women are discriminated from cradle to grave and even before birth. In a traditional society like Balochistan, men and women are strictly specialized according to their cultural norms and values. They are assigned different roles and statuses. Disparity between individuals due to gender is built in the mind of men and women through a socialization process by inheriting and disseminating norm, customs and ideologies which persists to be enormously influential.

The process of education of women started very late in Balochistan in comparison to the rest of Pakistan. Local ethnicity kept out females from the benefit of education. Schools, sternly speaking, were confirmed to the education of boys. Female education was practically non-existent. They were deprived of all educational facilities except with some provision of religious education and household affairs in homes. There were no tradition and customs of sending girls to school. Hence their participation in the economic arena playing their role for the contribution of progress of society is comparatively lower. Public and private sectors of Pakistan have the realization of the importance of education and are endeavoring to raise the literacy rate in the country, as education is mandatory for the process of progress of any society. Since independence the literacy rate of Pakistan have improved yet the women of the country are lagging behind. Their education status is among the lowest in the world. Women of the urban areas of Pakistan are much better regarding the literacy rate as compared to the rural areas. The rate of education and the standards of education are below the marks to extreme levels.

The thrust of education is always to create a liberal attitude and progressive ideology. The formal education system is one of the crucial aspects of social structure. Education offers alternatives to the traditions and as an instrument of socialization it can project new images and values. Education enables society to perform gainful social role. Under Article 25 of the Constitution, women are entitled to a number of economic and social rights, such as rights to food, social security, housing, education, an adequate standard of living, and
healthcare. According to Guarantees of Equality & Non-Discrimination: Articles 25, 26 & 27; there shall be no discrimination on the basis of sex alone. No person otherwise qualified can be discriminated against in the matter of employment on the basis of race, religion, caste, sex, Residence or place of birth. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) emphasize on the importance of women education and advocated to eliminate discrimination against women in order to ensure for them equal rights with men in the field of education. The traditional rules or the norms that are enforced and are against women progress and hamper their education and progress inculcate respective reaction in the female part of population. Domination of man and comparative submissiveness of woman are directly related co-dependent. This reaction varies among women due to natural attributes, level of awareness, socialization pattern, intra-gender and inter-gender associations.

Table 3: Respondent’s reaction against traditional norms that hamper women’s education and progress

<table>
<thead>
<tr>
<th>Reaction</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approval/ acceptance</td>
<td>87</td>
<td>19.3</td>
</tr>
<tr>
<td>Compromise</td>
<td>166</td>
<td>36.9</td>
</tr>
<tr>
<td>Submission</td>
<td>156</td>
<td>34.7</td>
</tr>
<tr>
<td>Stand against them</td>
<td>41</td>
<td>9.1</td>
</tr>
<tr>
<td>Total</td>
<td>450</td>
<td>100</td>
</tr>
</tbody>
</table>

Due to women’s submissive nature they bow their heads in front of unchangeable traditions, some accept them heartedly as the part of their lives while few with little bit guts stand against those traditional norms. However, most of the respondents affirmed that they compromise with their traditional norms. Society needs a change as it is inevitable concerning the dynamic nature of society. The existing order cannot be changed by law alone as is an instrument, helping the people in bringing about a change if the society is ready to accept the change. Bringing a social change includes some pre requisitions like increase in the people’s awareness, change in their thinking pattern, attitude towards a coming change etc. with the encroachment of social change, new values and modern ways of life emerges. In order to adjust to these new values and contemporary customs patterns of socialization and general behavior patterns have to be changed. Gender equality is a social change that is highly desirable and can only be achieved by giving the social change the required directions. The significant means in this regard can be education, general awareness, proper socialization and of course the important means of social control including folkways, customs, mores and laws. In our country,
even if the literacy rates are persistently improving, education has yet to be given due consideration, particularly in case of women.

**Conclusion**
Women are essential part of the social order and devoid of their input the constancy of any society is not possible as women make population wise almost half of the fraction of Pakistan. Despite of their obvious worth, women are neglected in all spheres including education and fiscal career. Women face discrimination in the development process as well. True development of any society requires that both men and women play their roles in the process of development and benefit by it. The restricted backward attitude of social factors is harmful for the development. The process of liberation is inevitable for the sake of progress. The shortage of women’s input in the process of socio-economic development is due to lack of women’s education. The women in Balochistan primarily because of the social and cultural circumstances are more disadvantaged and underprivileged. Submission to men is a customary situation for greater part of women in such male subjugated social order of Balochistan. Majority of women accepted the culture of patriarchal setup by accommodating point of views that their capacities are lower to those of men. The education level of Balochistan is in deplorable state in which women’s education is acceptable neither in quality nor in quantity. The darker side of our cultural norms deprives women from one of the most important basic human rights, i.e. education. Education is the source as well as the catalyst of social change. Education is mandatory for women as it opens vistas for them and endorses them with essential skills require for competing in advancing societies.

**References**


Women empowerment through community Development programs in Balochistan

Siraj Bashir¹ & Dr. Huma Zafar ²

Abstract

This research study examines women empowerment through community development programs in Balochistan. The study includes interviews and field studies with the women beneficiaries of NGOs to know the impacts of a community development program named, "women empowerment in Muslim context- gender, poverty and democratization from the inside out" launched by Shirkat Gah Women's Resource Center in district Jaffarabad, Balochistan. Focusing on two key questions, how women achieved empowerment through this project, which can identify the forces that obstruct them and those that support their empowerment. On the other hand, how they made autonomous decisions to challenge or transform power relations that impede gender equality. Community Development is an approach to bring about changes in whole community. These changes are actually planned at development of the community. It involves all people, particularly of the areas in the development activities. Community development can provide opportunities to local people to improve the socio-economic condition and also use the existing resources in better way. Community development programs should be ready to meet changing needs of the target population to make them really independent after the completion of the program.

Key Words: Women; empowerment; Community Development program, Balochistan.

1. Introduction

Gender biasness across the world captures the concentration of the world policy and decision makers in women empowerment. As women empowerment is considered to be the main aspect of development in all over the world, particularly in underdeveloped countries, as a result many national and international organizations acknowledged that without women's empowerment there is no hope for social development. Moreover, gender

---

¹ PhD Scholar, Department of Social Work, University of Karachi, Sindh
E-mail:siraj.bashir@ gmail.com/0321-3851070/0305-3884901

² Assistant Professor, Department of Social Work, University of Balochistan, Quetta.
discrimination is one of the key problem faced by women throughout the world, which creates it difficult for women to empower themselves for enriching their status. This research study focuses on how community development programs play its role in women empowerment.

In last few decades, government and non-government organizations (NGOs) have introduced a number of community development programs throughout the country to improve the socio-economic and political conditions of people particularly women.

According to Khan (2007), approximately, 51% population of Pakistan encompass with women and play a vital role for the welfare of their family and community at all levels. Unfortunately, our socio-cultural system limited women to improve their status in Pakistan. Women are still deprived of their basic rights specially at rule areas. They still don’t have right to take self decisions about their lives. They still face the challenges of poverty, inequality, and earn hardly an acknowledgement of her role in serving her family.

A number of national and international NGOs have launched many community development programs in Balochistan including Aurat Foundation, Mercy Corps, Balochistan Rural Support Programs, National Rural Support Programs, Shirkat Gah, etc. Shirkat Gah Women Resource Center launched a community development project named "women empowerment in Muslim context- gender, poverty and democratization from the inside out" in 2008 at district Jaffarabad, Balochistan. The project of Shirkat Gah motivates women to access the decisions making process at community level and remove the imbalance socio-economic and cultural limitations and create a justice and equality society for all.

In this paper two aspects were discussed, first, how women achieved empowerment though this project, which can identify the forces that obstruct them and those that support their empowerment. On the other hand, how they made autonomous decisions to challenge or transform power relations that impede gender equality. In other words, the purpose of this paper was to highlight the NGOs’ community development program regarding women empowerment.

2. Community Development

Community development is an approach to bring about planned changes in a community. It involves local community in a systematic way to improve their living standard. These efforts give a clear direction to strengthening community structure for human well-being. For past few decades, community
development programs have identified a discipline of interest to both academicians and practitioners. A good number of academician believes it is a process to build the capacities of people collectively and improving their skills. While the majority practitioners say community development as an outcome to improve the social, economic and physical conditions of the community (Phillips and Robert, 2008).

According to Pawar (2014) community development as a process, developing and enhancing the ability to act collectively, and an outcome, taking collective actions to improve the community various sectors such as physical, environmental, cultural, social, political, economic and etc".

3. Empowerment

Empowerment is connected to the word power. The notions of power may different from place to place according to the requirement to investigate and clarify various contexts and may be dependent on the players participated in power relationships (Chandra, 1997). As Schüler (2006) stated that empowerment as "a participatory, developmental process through which underprivileged individuals, groups and communities get more control over their lives and environment, gain valued resources and basic rights, and get important life goals and reduced societal deprivation". Empowerment in its general sense refers to an individual's or community's raised "power". Whereas power means access to and control over matters, intellectual and ideological resources (Batliwala, 1994).

Empowerment is a process through which individuals, groups and communities achieve control over the variables that hamper their choices and grips them back from using their choices towards increasing the standard of their life (Ravallion and Shaohua, 2001). Bennett (2002), explained empowerment as improvement of assets and potentials of various individuals, groups and communities to keep control and hold accountable the institutions which influence them. According to Chen (1992) the key elements of empowerment were relationships, resources, awareness, and power differentiated by empowerment as "control over assets and ideas.

4. Purpose of the study

The purpose of the study was to analysis the impact of a community development program named, "women empowerment in Muslim context-gender, poverty and democratization from the inside out" on women empowerment and to identify the forces that obstruct them and those that supported their empowerment and also to know the autonomous decisions they taken to challenge or transform power relations that impede gender equality.
5. Literature Review

Women empowerment is the most focused issue in the world that captures the concentration of policy makers and researchers in any field of life either social or economic feature of life. For this reason, in our country, the empowerment mostly control by men which results in the deprivation of women rights. To improve the present situation of our country it is very necessary to empower women. Empowerment of women is also one of the main issues in Pakistan. Where women have limited access on resources and challenging the existing men-dominated society to improve their living standard. As Noreen (2011) stated that "empowerment of women a worldwide issue, particularly for deprived women under the control of men. Nearly, 70% of women of the worlds are poor".

In this perspective, different scholars analyzed the concepts of 'women's empowerment' in a number of ways. According to United Nations (2001) “Women’s empowerment has five components: women’s sense of self-respect; their rights 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.” Friendmann's (1992) recognized the women's empowerment in several ways of power such as social, political, economic and psychological. Social power refers access to specific bases of individual production such as financial resources, information, knowledge, skills and participation in social organizations. Political power means the access of individual household members to the process by which decisions, particularly those that affect their own future, are made. Economic power means access to income, assets, food, markets and decision-making power in the economic activities. Psychological power means the individual's sense of potency, which is demonstrated in self-confident behavior and self appreciate. As lined with above four kinds of power Kumar and Sreedhara (2004) acknowledged three key variables of empowerment as: general, economic and social empowerment. But on the other side Fayyaz (2002) fixed women's empowerment into three sorts as: economic, social and political.

Women’s empowerment can be explained as a process in which women can get equal control like men over resources such as financial, decisions making and knowledge and information, As Kabeer (2005) stated that" women's empowerment is the process though which they work to improve their lives through increase of their opportunities. Thus, they try to reject the previous
conditions where their ability has been denied”. Women's empowerment process can make women capacity more strong to become economically independent with control over decisions disturbing their life choices and freedom from violence (Rao and Kelleher, 1995).

Women empowerment is multidimensional term in the literature. Economically, it to access of material resources such as land, money, credit, income and availability of employment opportunities. Socially it refers to the recognition of the role played by women in serving her family and community on a long run. Politically, it refers to the freedom to make choices in life, representation in political and decision making bodies and enjoyment of basic rights granted in the constitution and international agreements (Aurat Foundation, 2011).

Cheston & Kuhn (2002) clarified the dynamics of women empowerment by arguing that the self-confidence of a women does not directly lead to her empowerment; rather it contributes to much more in women's capability and motivation to cope up with the social discriminations and unfair system they face. Decision making for credit and saving can increase welfare of women as well as their households. Moreover, investments on working women can add on employment opportunities thus decreasing the poverty.

In Bangladesh, community development programs played a vital role for empowerment of women. Women involvement in community development program increased quality level of education, health and livelihood and extremely useful to empower and strengthen the women in our society which is male dominated society (Pitt et al, 2003). At the same, Rahmato (1991) stated that the role of community development program plays a essential role in women empowerment among working through opportunities and encouraging their potentials.

According to Kasali (2006), women are the basis of social mobilization and thus, empowerment of women is the most cost effective strategy for development if we give opportunity to them in community development programs then they can contribute to develop their areas. Describing the consequences of community development programs (Tauffiqu Ahamad, Hemlata and Ananta Narayana, 2015) stated that to progress of women's status in the society, NGOs play a key role and lunch community development programs to give employment opportunities, skills and right information for women. Renzettiand Curan (1992) said that in the process of developmental process women contribution is similarly valuable as men when we are speaking about development plan than we have to minimize gender discriminations. This can be useful for development process.
Williams (1991) presented a model of women's empowerment in Bangladesh, according to him three elements are very important for women's empowerment, which are agency, resources and achievements.

6. Women's empowerment in Muslim context- gender, poverty and democratization from the inside out program

Women empowerment is a process through which women raise voice for their basic rights and motivate them toward a quality life. We can't ignore women participation in the process of development. In the men dominated society, where women are being considered as their servants which is a negative sign for human development. Community development programs are being considered an essential approach to improve women status in the world. To develop the status of women in our society it is very essential to give equal opportunities for the getting a quality life. Therefore, community development programs play very important roles to improve women lives and empowering women by giving them control over resources and increase self-sufficient and make them independent.

Several community development programs have also generally found positive impact in this connection. Women Empowerment in Muslim Contexts (WEMC) was a project which contributed very positive impacts on people lives in district Jaffarbad, Balochistan. Women's empowerment in Muslim context- gender, poverty and democratization from the inside out program was started in 2008. The program was formed to address a knowledge gap- that is, how to achieve women's empowerment. This gap was a concerned in terms of achieving the Millennium Development Goals (WEMC,2008). WEMC defines women's empowerment as an increase in their capacity to make autonomous decisions to challenge or transform power relations that impede gender equality. It contends that conventional development interventions ignore power structures standing between women and the state (WEMC,2008).

WEMC tried to develop a new narrative of women’s empowerment that would indeed bridge the gaps between women’s lived realities and decision-making at all levels. Their aims were following:

- Make visible the strategies that are indigenous and meaningful to women in asserting their rights
- Support women who resist oppressive systems, including Islamist political agendas and other forces that impoverish and marginalize women, and
- Promote women’s empowerment as democratization from the inside out (WEMC,2008a).
WEMC suggested that women empowerment initiatives can best be strengthened. For this, it is first necessary to identify the obstacles women confront and how they manage (or struggle) to overcome these, the nature of support women are able to mobilize, the discourses used by women in their engagements, and the outcomes of such empowerment initiatives. WEMC also argued that national policies and programs that are supportive of women’s empowerment cannot be effective if their implementation is blocked by meso-level power structures standing between women and state institutions. Such supportive policies and programs would include those related to the ‘Beijing Platform for Action’, the UN Convention for the Elimination of All Forms of Discrimination Against Women (CEDAW) and the Millennium Development Goals (WEMC,2008b).

According to WEMC, women’s indigenous strategies of empowerment are particularly significant for the meso level. For this purpose, WEMC takes a critical approach to form local organizations at meso level to empower women.

7. Methodology

In this study the impacts of a community development program named, "women empowerment in Muslim context- gender, poverty and democratization from the inside out" on women empowerment was analyzed. Beneficiaries belong to Shirkat Gah Women’s Resource center were selected through pre-structured questionnaire. This study is based on primary data which was collected from people belongs to Jaffarabad. For this purpose, 50 respondents were selected from the universe. The population of interest consisted of all women who were part of the above mentioned program. Data was administered by descriptive survey method through questionnaire. The purposive and convenience techniques of non-probability method applied.

8. Results and discussions

It was observed that a number of women were fully confidence by taking decisions at household and community levels; they also started different kind of small businesses like beauty parlor and small shop and they run their own boutique and stitching shops. It was also noticed that if such more programs implement with the support of community than they can get more opportunities and also these programs have very positive and long-term impacts on women empowerment such as to make decisions at household and community levels, start own businesses, take part in politics, and improvement in their positions.
The participants were interviewed, they identified different forces which abstracted and supported their empowerment but all of them said some likeness as follows:

**8.1. Abstracted Forces:**

- **Tribal system,** is a great barrier for women and due to this women are being deprived from their rights. According to some respondents "we are living in 21st century but unfortunately, following hundred years old system which doesn't suit in this era"(Interview, 2016).

- **Cultural and religious context,** according to the respondents culture is the one of the biggest challenge for women in our society because most of women loss their confidence to take part in social, economical and polities activities, particularly in community development programs. for example, traditions of veil (purdah), gender discrimination and other so-called customs. According to a respondent "when harmful people don’t see any way then they use culture and religious as a tool to stop us" (Interview, 2016).

- **Negative attitude of influence people,** was also a barrier who mostly find unnecessary mistakes in our activities and connected them with religious and cultural context. Actually, they wanted to stop us. As one respondent said that such people are not ready to accept any change in our community particularly, on women's empowerment because they don't want to see a peaceful, equitable and justice society for all human"(Interview, 2016).

**8.2. Supported Forces:**

- **Family;** was the first force which encouraged them to participate in community development programs. As one participant said that "if family support be continued than no force can stop us toward development. Therefore, family is the most essential element on women's empowerment". According to another participant" without family support it is not possible to empower women and educated family mostly give more support to their female on women empowerment".

- **Community-Based Organizations;** CBOs were considered supported forces on women's empowerment. CBOs are a vital platform for women empowerment. People, through these organizations, can change policies and effect planning for the empowerment of the oppressed sections of society. Actually, community organization approach is one of the more applied approach in this era. Forming community based organizations like Self Help Groups, youth groups,
village forest committees, etc., are some of the major activities that come under the purview of this approach. Organizing people into groups has wide-ranging advantages to the community in specific, and the society in general. Once the people are organized, they can be made actively aware as regard to their rights, contributions, responsibilities, and so on. It provides a platform to act upon and gives strength to fight against exploitation and injustice.

- **Political parties:**

  Mostly women face great opposition from their family and political parties. The two key aspects want to keep women out of the development process. The Balochistan women’s low educational level, lower social status, and lack of independence are reflected in their low participation in development. But in this context, political parties supported women to become empower. As one respondent said that all political parties gave them great value them in last two local election if this be continued then those days are not so far for women to play lead role in politics (Interview, 2016)^1.

### 8.3. Strategies adopted

Four key strategies adopted by them to get autonomous decisions to challenge or transform power relations that impede gender equality as follows:

- **Established a resource center:** with the support of Shirkat Gah they established a resources center where women skills were developed

- **Joint approach:** joint approach was used by respondents to counter the barriers and work for women in community. Actually, this process is a sign of working in good way and can be useful for different issues. It is trying to understand each other's views and interests in an open way. It is true people have different thoughts and interests, the approach to how these are discussed and resolved is important to a good and lasting resolution. The approach involves exploring the issues and brainstorming options before leaping to conclusions! It also entails demonstrating behavior that is respectful and reasonable so that organizations promote trust and positive relationships.

- **Negotiation approach:** mostly issues link openly to cultural and religious thoughts about women. In this context, it is a hard process to convince community members for community development programs but they adopted negotiation approach to discuss problems and try to solve them through dialogue in order to reach a resolution. Negotiation approach occurred on micro and macro levels.
• **Community development approach:** with the support of national and international NGOs they adopted community development approach to work for women in their communities. This idea of community development links social, cultural and economic needs at the community level as well as at the individual level. While making decision this approach applied for community activities and take care all parts and every group of people in the community (male, female, young, old-age and etc). This approach has very acceptance in whole community because it is based on the 'bottom-up' rather than the 'top-down strategy. According to one respondent "government's programs failed because they don't adopt bottom-up approach for community welfare. Secondly, we see lack of community participations in them">

9. **Conclusions and Recommendations**

The study provided an analysis of role of a community development program to empower women. The research explores that a number of women were fully confident by taking decisions at household and community levels; they also started different kind of small businesses like beauty parlor and small shop and they run their own boutique and stitching shops. It was also noticed that if such more programs implement with the support of community than they can get more opportunities and also these programs have very positive and long-term impacts on women empowerment such as to make decisions at household and community levels, start own businesses, take part in politics, and improvement in their positions.

The responses verified that women's contribution in family income enable them to support their children to get education. Moreover, community development program has changed the living standard of women in both districts. In addition to that, community development program have beneficial impacts on women's empowerment such as, improvement in women's capability to participate in family matters, capability to decide for themselves , improve self-confidence, decrease gender based discrimination, decreasing in domestic violence and uplift their social status.

To ensure women's empowerment in Balochistan, the research suggests the following recommendations:

1. To increase women contribution, it is very essential to develop their skills. Federal and provincial governments should play facilitators role to make them skilled and useful citizens. Facilitation will help to address new technology.
2. Keeping in view the needs of deprived community women, priority sequence should be adopted. Beneficiaries should be given involvement in the program plan and implementation.

3. In our society, gender discrimination on its peak need empowered. The federal and provincial governments and other stakeholders should initiate gender awareness sessions. Administration systems should encourage women industrialist's networking which will be beneficial in sharing knowledge as well as in building confidence.

4. At district and provincial levels proper coordination should be made for the purpose of successful working the women's welfare projects/programs.

5. Government and NGOs should make a need based assessment of problems which related to women and look for their solutions. In addition, they should implement result-oriented programs for the welfare of the women.

6. In the study role of family was given much important toward women's empowerment, so if the family develop a positive or friendly environment and support women, they get more opportunities to be empowered.

7. Government and NGOs should make community development programs according to women's needs.

8. Cultivate new women leaders through different programs.
References


Kumar, MAU. and T.N. Sreedhara. (2004). From passive participation to effective leadership: A study on the advances in women leadership in Dakshina Kannada, India. Toronto, Canada: York University Toronto, Canada.


Impacts of Benazir Income Support Program (BISP) Regarding Women’s Empowerment: A Case Study of District Barkhan Balochistan

Abdul Wahid & Dr. Shahida Habib Alizai

Abstract

The Study was carried out to evaluate the impact of the Benazir Income Support Program (BISP) regarding women’s empowerment as a case study of district Barkhan Balochistan. Present study pointed out the study areas, sampling process, data gathering and data analysis. The descriptive study method was applied in study. In the present study the quantitative survey method was applied and conducted among 150 female cash receivers of the UCT program of the BISP in District Barkhan, Balochistan. The raw data were analyzed thus applying further analysis techniques especially by using the Statistical Package for the Social Sciences (SPSS-22). After analysis process the data were put in tabulations form or descriptive mode. The result reveals that the half (50%) of the respondent’s come to know about BISP. All (100%) of the respondents were recipients of UCT amount, most of the respondents dependent therefore the response rate was 100%, more than half (52%) of the respondents were receiving 4700 amount of UCT. Majority (66%) of the respondents was facing problems while receiving UCT amount and (34%). majority (71.3%) of the respondent’s stated that UCT cash grant helps them in decision making. There is inadequate existence of Benazir income support program management at the grassroots level which is hampering the express of info and the resolution of the complaints of uneducated women. Public and private sectors should be concentrating the credit program for the women in order to accelerate the women income generation resources. There is an essential to synergize Benazir income support program with diverse other programs aimed to provide social assistance to women. Interventions targeted on unfortunate women by dissimilar shareholders as well as development partners might also be taken into account while formulating strategy framework of the program.

1 M.Phil Research Scholar, Balochistan Study Center, University of Balochistan, Quetta.
2 Assistant Professor, Department of Gender Development Studies, University of Balochistan, Quetta.
Keywords: Benazir Income Support Program, Women empowerment, Barkhan, Balochistan.

Overview

Women’s empowering or autonomy is deemed as imperative aspect with the context of worldwide. In this connection, women authority and sovereignty was the basic and fundamental rights of womenfolk. However, Women’s empowering or autonomy to offer to for possessing not just the access to the opportunities and assets as well the capability to use these opportunities and resources for their social change (Sophie 2007). In this way, women’s self-sufficiency can't be observed as an occasion yet it is viewed as a transformative procedure of improving the capacity of individual women to decide her own wants and settling on choices freely in her social and personal life. For this goal, the role of intra-family gender relations and social structure is critical to examine.

Women empowerment and gender equality are deemed as essential inherent dispassionate of development interventions in the entire world (Sen, 1992). The circumstance with respect to women’s strengthening in Pakistan is however unwelcoming due to its cultural and social practices at social, family and social individual levels (Sen, 1976). The cultural and social restrictions especially in a rigid patriarchal society such as male predominance to channelize intact circles of women’s life and the greater part of the women have no privileges to settle on choices and express decisions about their jobs, education, health care, family planning and even weddings (Ali et al., 2010).

The women’s social wellbeing is likewise separated on the premise of their differing classifications and individual personalities. A study whilst reporting Pakistan' sexual orientation profile represents that 'age, marital status, class, caste, ethnicity, education, location, language and earning position and other such elements consolidate to make differed conditions of unfairness, and that for powerful intercessions, it is basic to deconstruct "women" as a classification of 'recipients'.

United Nations Development Funds Human Development Index (HDI) “indicates rank of Pakistan 125 out of 169 nations with Gender Inequality Index (GII) score of 0.712 (UNDP 2010) which is a reason for real concern of Pakistan's initiatives to decrease gender disparities, the absence of accomplishments in three essential measurements of human development including reproductive health, strengthening and labor market because of gender disparity need consideration of researchers, program implementers, and policy makers. The maternal death rate of 320 for every 100,000 live births and adolescent fertility rate (15-19 years) of 45.7 for each 1000 birth are still
viewed high in the world and in the country especially. The involvement of women in employment market is 21.5% just as contrast with men 68.8% amid 2009-10 (Statistics Division 2010).

To lessening gender disparity, unfairness against women as well as their disempowerment, Pakistan has been actualizing the CEDAW throughout the previous fifteen years. To lessen gender disparity, the Convention accommodates square with privileges in employment, education and health care including reproductive health services family planning for women and men. Likewise, Pakistan's National Policy for Empowerment and Development of Women 2002 intended at “expelling disparities and unfairness in all segments of economic and social development and to guarantee women's equivalent access to all development advantages” (Ministry of Women Development 2002).

**Significance of study**

The present research study was suggested an extensive understanding to the reviewers of and policy makers for the future planning with the term of unconditional cash transfer (UCT) scheme of Benazir income support program in the milieu of women empowerment. This study was also advantageous for the higher authorities and planners of this program because present study gives them information about the implementation process of unconditional cash transfer subsidy, moreover the findings of present study make sensitize the donors and authorities of this program as well as the various segments of the society about the transparency and effectiveness of this cash subsidy.

**Rationale of study**

Benazir Income Support Program (BISP) is known as a leading program in Balochistan for women empowerment and poverty decline and its unconditional cash grant program play a vital role for empowering women economically (Magsi, 2014). UCT program of BISP is largest endowment program in Pakistan and it’s also the third largest budget allocated program of government. Benazir Income Support Program (BISP) “as a main social safety net program and its impact on women’s empowerment in Balochistan”.

The study was being led on BISP which is an encouraging activity is improving the financial conditions of disadvantaged women, particularly in Balochistan which is constantly denied of such amenities. Benazir income support program is aimed at towards financial aid as well as begin educational facilities free of charge for deprived. It would also give vocational and technical training to the female recipient.
Through Benazir Income Support Program the majority of women acquired ID cards to complete the prerequisites of getting enrolled in Benazir Income Support Program. Close to its different potential it has less secondary information. Adjacent to its diverse potential it has less existing information. Only few were conducted on this happening therefore it has inadequate information.

Since 2005 because of cost expands the purchasing power of the vast majority of the Pakistani families has been hurt gravely. Benazir income support program has made this project to struggle against this expansion (Handayani-Burkley 2009). In recent times, Benazir income support program has extended to incorporate numerous unique activities which are,

1. Waseela-e-Haq: The aim of this program is to empower women by granting loans to women.

2. Waseela-e-Rozgar: This is a training program which gives each family one-year trainings.

3. Waseela-e-Sehat: This program gives assurance for basic health services.

4. Waseela-e-Taleem: This program initiates a system in which enlistment of children between 5 to 12 are paid money to their families. (Benazir Income Support Program).

Benazir income support program also offers conditional support to the strugglers. These endowments are provided to those households who are affected by war, terrorism, as well as natural disasters like earthquakes and floods etc. (Handayani, 2009).

BISP additionally seeks to enable women by giving them UCT to the female associates of households women are the generally honoured in such manner in any case, as this project is begun as of late couple of years prior (2008), consequently that can be an explanation behind inadequate information with respect to BISP because of seldom investigators on this program. There is an urgent need to conduct a study on the effects of BISP on women empowerment especially.

Thus, it was felt that the common in observation, that there are further opportunities for private and non-government organizations. The Non-governmental organizations both local and global can give their endeavours to the underprivileged households. The money endowment compensation of cash is straightforwardly given them by the smart cards and ATM system and 100% clear by expelling human interfaces. In any case, for professional training,
in urban and rural ranges of the nation are expected to give trainings. The Non-
governmental organizations and other organizations help out in training may
offer their amenities as colleagues. In local regions they can open new centres
for giving trainings.

In order to determine the empowerment dimension, the present study examines
the impacts of an unconditional cash grant being offered to underprivileged
women for their self- sufficiency under “Benazir Income Support Program”.
The Benazir Income Support Program is the leading Government of Pakistan's
supported project implied for poor family unit focusing on just women as
recipients for economic support. From this outlook, the present study
investigates the social dynamics, economic and cultural determinants in charge
of making unconditional cash grant effectual or generally for strengthening of
deprieved women.

**Objectives of study**

The set objectives of the present study were:

1. To examine the current status of Unconditional Cash Transfer (UCT)
scheme of Benazir income support program about women’s
empowerment in study area.

2. To understand the recipients access to cash subsidy.

3. To comprehend the selection procedure of the recipients of the
unconditional cash transfer.

**Methodology**

The aim behind present study was to build up an inclusive description of the
Benazir income support program’s cash receiver’s skills, their needs and rights
towards the dynamic parts in their life. Present study was pointed out the study
areas, sampling process, data gathering and data analysis. The descriptive
study method was applied in study. Moreover, present portion covered varied
aspects such as research design, sampling techniques, sampling size, data
collection methods data analysis procedure that has been carried in this study.
Topography portions of the areas an imperative aspect with the term of
methodological aspects. The biological locality of district Barkhan has 3,514
km area and the site of Barkhan is located in the northwest of Balochistan
province. In the present study the quantitative survey method was applied and
conducted among 150 female cash receivers of the UCT program of the BISP
in District Barkhan, Balochistan. Sample was factual representative of research
population and which keeps almost all characteristics of the whole population
(Banerjee *et al.*, 2007). For present study 150 respondents (UCT beneficiaries)
were selected by using the simple random sampling for collecting data about the underlying study. Primary data were gathered by using the interview schedule. However, the data were collected from 150 cash receivers (female) of UCT program of BISP. Beside this through informal interview or unstructured interview by using the face to face communication pattern form the key informants, like BISP staff in the respective district. However, the respondents fully support the UCT program achievement. Pre tasting was done aiming to ensure the accuracy and rationality of data by using the interview schedule. Before, data collection phase 20 respondents were interviewed in order to check the reliability of the instrument. Keeping in view the results of the pre-testing various essential modifications of dependent variables were done in the interview schedule. Interview schedule was edited keeping in the view objectives of the study; in this regard the suggestion of the experts was also incorporated. The raw data were analyzed thus applying further analysis techniques especially by using the Statistical Package for the Social Sciences (SPSS-22). After analysis process the data were put in tabulations form or descriptive fashion.

Data Analysis and Discussion

**Table: 1, Respondent distribution according to know about BISP.**

<table>
<thead>
<tr>
<th>How did you come to know about BISP</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAMILY MEMBER</td>
<td>75</td>
<td>50.0%</td>
</tr>
<tr>
<td>RELATIVE</td>
<td>48</td>
<td>32.0%</td>
</tr>
<tr>
<td>NEIGHBORHOOD</td>
<td>27</td>
<td>18.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 1 shows that half (50%) of the respondent’s come to know about BISP by family member, (32%) respondent’s come to know about BISP by relatives and the 18% respondent’s come to know about BISP by neighborhood.
Table 2, Respondent distribution according to recipient of UCT amount.

<table>
<thead>
<tr>
<th>Recipient of UCT</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>150</td>
<td>100.0%</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 2 shows that all (100%) of the respondents were recipients of UCT amount, most of the respondents dependent therefore the response rate was 100%.

Table 3, Respondent distribution according to sum of UCT amount.

<table>
<thead>
<tr>
<th>Amount of UCT</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>3000</td>
<td>3</td>
<td>2.0</td>
</tr>
<tr>
<td>3500</td>
<td>69</td>
<td>46.0</td>
</tr>
<tr>
<td>4700</td>
<td>78</td>
<td>52.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table 3 shows that more than half (52%) of the respondents were receiving 4700 amount of UCT (46%) respondents were receiving 3500 amount of UCT and (2%) respondents were receiving 3000 amount of UCT amount.

Table 4, Respondent distribution according to aware about fix.

<table>
<thead>
<tr>
<th>Aware about fix amount</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>53</td>
<td>35.3%</td>
</tr>
<tr>
<td>NO</td>
<td>97</td>
<td>64.7%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Table 4 shows that (64.7%) respondents were aware about fix amount of UCT and (35.3%) respondents were not aware about fix amount of UCT.
Table: 5, Respondent distribution according to their source of getting UCT cash amount.

<table>
<thead>
<tr>
<th>BY WHICH SOURCE YOU ARE GETING UCT CASH AMOUNT?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDC CARD</td>
<td>40</td>
<td>26.7%</td>
</tr>
<tr>
<td>POST OFFICE</td>
<td>1</td>
<td>.7%</td>
</tr>
<tr>
<td>FRANCHISE CENTER</td>
<td>109</td>
<td>72.7%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 5 shows that majority (72.7%) of the respondents were getting amount of UCT from Franchise center (26.7%) respondents were getting amount of UCT from BDC center and (7%) respondents were getting UCT amount from post office.

Table: 6, Respondent distributions according to their answer about the question that do you face problems while receiving UCT amount.

<table>
<thead>
<tr>
<th>FACE PROBLEMS WHILE RECEIVING UCT AMOUNT?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>YES</td>
<td>99</td>
<td>66.0%</td>
</tr>
<tr>
<td>NO</td>
<td>51</td>
<td>34.0%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 6 shows that majority (66%) of the respondents were facing problems while receiving UCT amount and (34%) respondents were not facing problem while receiving amount of UCT amount.

Table: 7, Respondent distribution according to their answer about the question that do you thinks that this cash grant helps you in decision making.
Table 7 shows that majority (71.3%) of the respondent’s stated that UCT cash grant helps them in decision making and (28.7%) respondent’s stated that TCT cash grant didn’t help them in decision making.

Table: 8, Respondent distribution according to their answer about the question that what do you thinks the delivery of cash grant is transparent.

<table>
<thead>
<tr>
<th>Cash grant is transparent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>NO</td>
<td>150</td>
<td>100.0%</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Table 8 shows that all (100%) of the respondent’s answered that UCT cash grant distribution is not transparent.

Conclusions and Recommendations

BISP has an incredible positive effect on empowering women beneficiaries and decreasing poverty in each part of life and enhanced their sustenance consumption level. An enormous number of women have been profited through this program against their destitution score level in Barkhan. This has an Unconditional Cash Transfer (UCT) program through which huge numbers of the recipients improved their living conditions. A number of them utilized sum got for daily life expenses which incorporated sustenance things generally. Some of them were giving trainings through BISP’s one other program (WASEEL-E-ROZGAR) which likewise goodly affected their lives. A considerable lot of them began business from that which helps them to leave neediness. In computation to the monetary solace, Benazir income support
The program has given women more stake to actualize their privilege in settling on choice while spending on the improvement of their families. The program has engaged the women as well as created mindfulness about the dynamic roles; women can play in providing to the bread gaining of their family. BISP has reinforced the pay generation activities by supplementary poor women in giving and propelling work events. The program can get practical improvement if money exchanges are made contingent on recipient's instruction.

**Recommendations**

1. Since its beginning the Benazir income support program, case management system has not been made in use at grassroots level focusing the concerns and needs of helpless e.g. deprived women. Government must ensure women empowerment.

2. There is inadequate existence of Benazir income support program management at the grassroots level which is hampering the express of info and the resolution of the complaints of uneducated women. Public and private sectors should be concentrating the credit program for the women in order to accelerate the women income generation resources.

3. There is an essential to synergize Benazir income support program with diverse other programs aimed to provide social assistance to women. Interventions targeted on unfortunate women by dissimilar shareholders as well as development partners might also be taken into account while formulating strategy framework of the program.

4. A well-organized evaluation and monitoring mechanism essentials to be implemented for bringing more perfection in the rollout as well as plan of the BISP to lessen the segregation of the underprivileged women.

5. The knowledge distribution might be guaranteed at entirely necessary levels, expressly to the envisioned target segments of the Benazir income support program i.e. susceptible and underprivileged women.

6. The database of Benazir income support program might be consumed in the preparation of dissimilar public level reforms schemes for providing of improved living amenities as well as maintenance openings for women in order to gain concentrated production from the speculation carried out in the gathering of data via study.

7. Moreover making the cash transmissions conditional by connecting it with technical and vocational education, there is an essential of rising ore openings for young women by setting up extra vocational
organizations in Pakistan. This will outcome in making these exertions additional intelligible as well as wide-ranging.

8. A mechanism must be planned to reconsider the poverty level of Benazir income support program recipients and disregard them if they have moved out of life-threatening poverty afterward inspiring them to progress their circumstance.
References


Handayni, Sri, weining: Burkely, Clifford (2009) “social assistance and continental cash transfer” and their impact as a case study.


Recent Archaeological Explorations in Ishani, District Barkhan, Balochistan: An Assessment

Muhammad Iqbal,1 Manzoor Ahmed,1
Abdul Rehman1 & Shakir Naseer2

Abstract

The land of Balochistan is full of archaeological heritage. One of most prominent site of Balochistan, Mehrgarh, is the antecedent of Indus civilization. In spite of that, several prominent archaeologists and foreign missions came to Balochistan and they explored many archaeological sites in different areas of this land. A huge number of sites are still needed to be explored. This piece of study highlights the ancient archaeological evidences of Ishani, Barkhan. Barkhan is located at the eastern side of Balochistan. The area is attractive archaeological point of view; there are many archaeological traces found on the landscape of Barkhan. The paper only focuses on the selected Shalghara (Khetrani term for mound) of union council Ishani, Barkhan. Only the surface collection of five sites are being discussed in this paper. The researchers collected several fragments of ceramic include rims, body shreds and bases. After the scrutinize the ancient culture of Barkhan noticed black on red, black on buff and black on brown are dominant in the region. The cultural remains of Barkhan may resembles to the Harappan cultures, Mehrgarh, Kili Gul Muhammad, Kot-Dijian, and several other sites of Balochistan. The paper further discuses reconstruction of the ancient history of Ishani, Barkhan on the basis of cultural antiquities.

Keywords: Archaeology, Barkhan, Shalghara, Ishani, Cultural material, Pottery

Introduction

According to Prehistoric point of view, the land of Balochistan is known in the world. Its landmass hid fossils of dinosaur, sand dollars, Paleolithic cave paintings as well Neolithic villages which all show the geographical and
ancient human history. The ancient Balochistan mostly had trade linked with Oman, Mesopotamia, Iran, Afghanistan, and Indus. During British Period many archaeological missions and prominent archaeologists have conducted surveys and excavations in specific areas of Balochistan. The earliest explorers and archaeologists- Marc Aurel Stain, Walter A. Fairservis and Roland Besenval and other prominent archaeologists have conducted surveys and excavations in different areas of Balochistan as well as the French archaeological mission conducted excavations along the bank of Bolan River at Sibri, Pirak, Nausharo and Mehrgarh from 1968 to 2002 (Kenoyer & Meadow 2004: 196-197). The traces of Mehrgarh have gone back to Eight Millennium BCE. According to the archaeological evidences, the inhabitants of Mehrgarh started first human settlement with early domestication and cultivation of barley and wheat as well early domestication of Water buffalo in South Asia (Jarrige et al 1995: 245) The Mehrgarh settlement also used to be a craft center and great market place. The upper land people used to gather in the plain of Kachi seasonally and this ancient practice is still continued in the shape of semi-nomadic people of Balochistan (Agrawal 1985: 124-125).

Nomenclature of Barkhan

The old name of Barkhan was Junjah in the period of Akbar (Raverty 1982: 555; Sohodroy 2009: 12). Many writers define the name of “Barkhan” in different point of views, the name Baroo Khan, has been coined from the founder of Barozai tribe (District profile 2011: 4). The origin of the name is Bari Khan or Barkher, the homeland of Khetrans (Khan 1991: 44). In a personal discussion with Farooq Baloch (Assistant Professor of History, University of Balochistan), opined that the name Barkhan may have been derived from the name of Bahar Khan, which is until a name in Baloch tribes passing from generations to generations. The word “Barkhan” is written in this form but on the basis of phonetics it is spoken as “Bārk-han.” The reason is the Urdu letter “Kha” has no presence in Balochi alphabet.

The Settlement of Khetran Tribe in Barkhan

According to oral and classical history, during the migration of Rind from Makran to modern Sibi (Savi) and Sathghara (Seven villages) in Punjab, Chakar Gat, a short route in Sulaiman mountain range, was used between Kohlu and Sibi districts. However, later on the Marri tribe deserted the group of Chakar and started a new settlement in modern district Kohlu. While the Laghari and Buleidi tribes settled down in Barkhan. Thus, still in Barkhan an area is attributed by the name of Laghari-Barkhan. After the war between Gorgach and Buleidi tribes, the Khetran and Marri tribes succored the Gorgach tribe while Balach Barger became the hero of this war. He was interred in
Sangsila, an area of Dera Bugti a neighboring district of Barkhan. After the war, the Buledi tribe left Barkhan and went towards the lower lands and the Khetran tribe settled down in Barkhan region (Shahwani 2010: 171-174).

**The Ishani Union Council of Barkhan**

The Barkhan valley consists of twelve union councils while the Ishani is the largest Union council of all. The term either Ishani or Ehsani is derived from “Ishani” a sub-group of (Dehrawal) Khetran tribe. Ishani is further divided into several small groups while Sirajani is the chief of Ishani (Bray 1915: 9). The author personally discussed with Abdul Qadir (School teacher), and explained that the Ishani is a sub-group of Khoso tribe of Dera Ghazi Khan.

Geographically, Ishani is located on the south of Rakni, on the north of Choarkot, on the east of Baghao, and on the west of Chapper Mountain boarder of the Dera Bugti hills. The area has many archaeological and paleontological remains, such as sand dollar fossils, fossilized eggs of dinosaurs, Karezes (underground water channels), cultural mounds and Muslim Period graveyards. In this paper only focused on the archaeological mounds of Ishani area. The archaeological mounds are discussed below.

**Kahta Shalghara (fig. 01)**

The site is located at the foot of Rakni-Barkhan road near the border of Rakni in Ishani. The site is located on the east of Kala Pahar (black hill), on the north by Dadawari, on the south by Basthi Malik Azeem, and on the west by Kowri Zakirani.

**Dimensions**

The length of the site is 350 feet to the east-west and the width is 322 feet towards north-south. The site is 20 feet tall from the modern surface level.

**Description**

The site is located between two streams i.e. Hang and Rakni nahla. The site is under the subjugation of Levis Force. The Levis Force constructed a check post over the cultural mound because of which the cultural materials of the site are being destroyed. A Muslim grave recorded on the eastern side as well a mosque is built on the northern side of mound. The author collected two potsherds and crystal stones from the surface. Both of these sherds are red ware.

**Kowri Shalghara (fig. 02)**

The site is located on the bank of Rakni-Barkhan road in Ishani close to the Kowri Mohr on the top of hill. At present the site is surrounded by Shalghara
Kowri Middle School on the east, on the north by Kowri Roh (mountain), and on the west by the Musa Khan village.

**Dimensions**

The length of site is 92 feet to the north-south with a width of 75 feet to the east-west. It has an elevation of approximately three feet only.

**Description**

The site has been extremely encroached both by human and natural consequences. The heavy rainfalls disturbed the mound as it is on the hill top. The site was also disturbed by the treasure-hunters (fig. 07). According to the local source many precious antiquities were illegally excavated and stripped off antiquities, such as bronze combs and other materials. From the surface findings the researcher collected pottery of black on red colour and Copper/Bronze pieces.

**Hang Shalghara (fig. 3)**

The site is located on the bank of Hang stream near the Rakni-Barkhan road in Ishani. The Basthi Ali Mohammad is on the east of the site, the Basthi Shahow is on the north, the Kahta check post is on the south, and the Kowri Middle School is on the west.

**Dimensions**

The length of the site is 144 feet to the east-west with a width of 82 feet to the north-south. The site was measured one feet only and it was mostly ground level.

**Description**

The site has been encroached due to human vandalism and natural consequences. The site has been cut in the middle by the construction of Barkhan-Rakni road. Further, the eastern side of mound is disturbed due to Hang nahla. The author collected cultural material from the surface of the site which comprise of gray ware red ware, brown ware, light brown ware and a piece of may be a gridding stone.

**Chwata Shalghara (fig. 4)**

The site is located in Kowri, Ishani on the hillock. It is at a distance of 0.7 Kilometer to the northern side of unpaved Rakni-Barkhan road in the Nowdo area. The site is surrounded on the east by the Middle School Kowri, on the north by Basthi Zakirari, on the south by Basthi Haji Mehmood and on the west by Basthi Ismail Khan Khetran.
Dimensions

The site is two 273 feet toward the east-west with a width of 256 feet to the north-south. Its present height is 7 feet from the surrounding plain.

Description

The cultural materials are lying on the surface of the mound while on the eastern corner there we noticed a trench of treasure hunters. The cultural ashes could be seen at the bottom of this illegal ditch. The ashes suggest earlier activities of the site occupants. The wild trees and bushes were disturbed the ancient settlement. On the other hand, human activity damaged the eastern side of site, might be the farmers used the soil of ancient mound for their cultivated fields. The cultural data included ceramics, a spiral sea shell fossil from the surface. The pottery was noticed in red and brown design.

Nakami Shalghara (fig. 5)

The archaeological site is located in the Nakami area at a distance of 10 kilometers to the Ishani headquarter and from the Do Sadaka. The site can be accessed from the paved Baghao road. The site is covered on the east by Mohammad Khan village close to the stream of Dohla Lahar, on the south by Bahdani and Waso Taj Mohammad, on the north by Nakmund Koh and on the west by the Chapper Mountain chains.

Dimensions

The length of the site is 140 feet to the east-west face with the width of 100 feet towards the north-south face. The cultural mound has an elevation of 13 feet.

Description

The cultural materials of the ancient site were lying on the ground while, this cultural heritage is disturbed owing to natural as well human factors. The principal author found some fresh evidences of illegal diggings (fig 06) on the western side of the mound. The surface finds were some decorated and geometrical design sherds of rim, base and body. We also located brown, red, black set on red and buff ware pottery. Black on red ware culture was dominant on this site.

Barkhan culture

The cultural remains of the area magnify the history of socio-cultural, socio-economic and close cultural interaction among the other settlements as well as trade, art and life style of the ancient inhabitants of Ishani, Barkhan. An analytical study of the culture showed that the pre-historic people of Barkhan
had first used the handmade and then Wheel made ceramic technology. During
the study of cultural remains there were found decorated, plain and polished
on the basis of morphological observation of the ceramics. Besides the ceramic
utensils, we also found fragments of bronze which yield another perspective of
their life style. This bronze metal demonstrates the use of bronze and other
metallurgical elements which signify distinct developmental stages of the past
occupants of the region.

The ceramics of Ishani, Barkhan are coarse ware, red ware and buff ware on
the basis of fabrics. Red slipped and black on red style pottery are also found
but the red ware pottery seems to be dominant as whole throughout the region.
The ceramics having different designs and decoration in black and red colours
with the implication of geometrical design, crisscrossed, wavy, horizontal and
vertical lines are depicted on the exterior surface. Only two ceramics have short
rims and incised ring carving on the shoulder and body of bowl/pot. The
projected rims are dominant in the region and most of them are in rough shape
while the basal remains bear different vessel forms. The body fragments are
decorated and polished but well fired fragments are prominent. There also
recorded some over-burnt fragmented pottery. The sea shell fossils are found
in huge quantity from the surface of sites stone tools as well as bronze pieces
were also recovered.

**Comparative study**

The surface finds were correlated with the already explored, excavated sites
and published reports of the other major archaeological sites in the vicinity.
With the help of comparative study an attempt was taken in order to detect the
cultural interaction, uniformity and similarity on the basis of pottery which
interpret the life styles of Ishani-Barkhan with other adjacent regions. The
author applied the crass dating method so that to generate the chronology of
the ancient culture of Ishani-Barkhan.

Mostly red ware ceramics were noticed on the sites of Ishani-Barkhan. Many
of them are red polished and some of them found in decorated with black
colour. The Black-on-red slips pottery is similar to Kili Gul Mohammad and
Harappan pottery style. While the burnt fragments found from Ishani-Barkhan
are thought to be used for the household purposes. The Said Qala Tepe
common tempering pottery is a common kitchen utility ware (Shaffer 1978: 71)
and mostly this type of pottery is common among the hunter-gatherer
societies.

Other than this, several plain buff and black on buff pottery were found which
is similar to that of the Damb Sadaat tradition in Quetta Valley. Two rim
fragments are decorated which bear the ring-shaped incised carving stamped
on the neck and shoulder that resembles the pottery style of Zhob culture (Fairservis 1959: 345) of Northern Balochistan. Several other rim fragments usually painted on black were found which are similar to the pottery style of Kechi beg ware found from the site of Panj Pai, Faiz Mohammad II, Damb Sadat II and Killi Gul Mohammad I, and II (Khan 2002: 147). The Beaker mound is situated in Rakni- Barkhan whose cultural materials have strong influence from Harappan culture (Kakar 1990: 124) and the ceramics of Ishani are also similar to Beaker mound ceramics.

Conclusion

The research in hand brought into light five Shalghara (mounds) in the Ishani union council of District Barkhan. These cultural sites are rapid victims of human and natural vandalism. The archaeological sites provide cultural materials in a huge quantity from the surface of mounds. The morphological study of the ceramics of Ishani, Barkhan are black on red, black on buff, buff, coarse, red, black on brown slip while the red ware pottery is dominant throughout Ishani. There are different fabrics and vessel forms in the same way including handmade and wheel made pottery. The pottery is further classified into three types: rim, body and base.

The Barkhan culture may have interactions with the Quetta culture, Zhob culture, Harappan culture, and Kulli culture manifested on the bases of the designs and geometrical patterns found on the pottery recovered from the sites of Ishani Barkhan. The archaeological data reveal the ancient people of Barkhan had socio-cultural and socio-economical affiliation with the other contemporary cultures, likewise Mehrgarh VII, Damb Sadaat II, Faiz Muhammad II, Periano Ghundai and Said Qala Tepe in Afghanistan. Through crass-dating the archaeological data of Ishani, Barkhan may belong to third century BCE to second century BCE.
References


Interviews
Abdul Qadir, School teacher, 42 years, Ishani. 28/04/2014
Dr. Farooq Baloch, Professor of Balochistan University, 45 years, Quetta. 04/06/2014
Wadera Abdul Razaq, a tribal person, 45 years, Ishani. 02/05/2014
Wahid Khetran, M.Phil. Scholar, 35 years, Ishani. 30/04/2014

Fig. 01 A general view of Kahta Shalghara

Fig. 02 A general view of Kowri Shalghara
Fig. 03 A general view of Hang Shalghara

Fig. 04 A view of Chwata Shalghara

Fig. 05 A general view of Nakami Shalghara
Fig. 06 Illegal dig at Nakami Shalghara

Fig. 07 Illegal evidence at Kowri Shalghara

Pl. 01 Ceramic of Kahta Shalghara

Pl. 02 Cultural material of Kowri Shalghara

Pl. 03 Antiquites of Hang Shalghara

Pl. 04 Potshreds of Chwata Shalghara
Pl. 05 Ceramic of Nakami Shalghara

Pl. 06 Potteries of Nakami Shalghara
Makuran: Gateway to Middle East

Fahmida Mehrab¹, Mansoor Ahmed²
Jalal Faiz PhD³ & Raja Qaiser⁴

Abstract

Makuran was established as a division in July 1977 and it is the third largest administrative division of Balochistan and second largest in terms of population. It is the heartland through which more than 700 km of the coveted China Pakistan Economic Corridor (CPEC) passes, linking Gwadar with RCD Highway in Kuzdar. This paper focuses on the strategic importance of Makuran vis-à-vis its strategic Gwadar Deep Sea port in the Arabian Sea of the Indian Ocean which lies just outside of the Strait of Hormouz which is gateway to world’s 20-25% oil trade into the international markets. Gwadar is an important warm-water port in Indian Ocean which is believed to be the future gateway towards the oil-rich Middle East, mineral-rich Africa and the highly-developed Europe. Currently, Gwadar is under control of China and it aspires to connect Chinese mainland to the Middle East and onward via much talked-about CPEC. This study attempts to evaluate that how Gwadar port provides easy connectivity to major strategic areas and help China to exert its expanding strategic influence in Indian Ocean and the adjacent areas including Gulf States and Middle East. The aim of the paper is to highlight the significance of CPEC for Balochistan in the light of the strategic importance of Makuran which bridges Pakistan with Middle East. This study also analyses the emerging security challenges from the arch-rivals of China and Pakistan towards the much talked about CPEC. Those security challenges can best be minimized by sharing the prospects of the CPEC among all provinces equally.

Key Words: Geo-Strategic, Gwadar, New Silk Road, CPEC, Arabian Sea, Energy Corridor

¹ M.Phil Scholar, Area Study Centre, University of Balochistan, Quetta, Pakistan Email: fahmidamehrab@yahoo.com
² Assistant Professor, Area Study Centre, University of Balochistan, Quetta, Pakistan Email: Qaumansoor@gmail.com
³ Assistant Professor, Faculty of Education, Lasbela University of Agriculture, Water and Marine Sciences, Uthal, Balochistan, Pakistan Email: jalalfaiz@yahoo.com
⁴ Lecturer, School of Politics and International Relations, Quaid-i-Azam University Islamabad, Pakistan Email: rajaqaiserahmed@gmail.com
**Introduction**

Makuran is situated on the southwest of Pakistan and southeast of Iran. Geographically, Makuran zone marks the plate boundary between the Eurasian and Arabian plates within the northern Arabian Sea. Some parts of the southeastern Sistan-Balochistan are considered to be part of the historic Makuran region. The Greek geographers had divided the combined areas of present-day Pakistani and Persian Balochistan into three regions; Oritene/Tomerus (Hingol river), the Fish-eaters (Makuran coast) and Gedrosia (comprise of the inland Persian Balochistan and half of the area of Pakistani Balochistan). However, officially, Makuran is the third largest administrative division of Balochistan, Pakistan’s largest but least populated province. On the east of Makuran there lies the historic region of Jhalawan, the tribal region of the incumbent Chief Minister of Balochistan and parts of Lasbela, a former princely state. On the south of Makuran lies the commercially important Arabian Sea, connecting the Persian/Arabian Gulf with the rest of the world. It is consists of three administrative districts; Kech, Panjgur and Gwadar with a geographical area of 54,647 square kilometres, equal to that of New York. Its population is roughly 1.5 million. Turbat is headquarters of Makuran Division which is the second largest city of Balochistan after Quetta.

Makuran is a tribal-less region with highest literacy rate and political awareness and. politically it has been dominated by National Party, Balochistan National Party and other nationalist forces since late 1980s. It is the coastal region of Balochistan with around 600 km coastline that starts from the Iranian side of Makuran and extends up to the Somniani Bay near northwest of Karachi. The historic Makuran region is bisected by the existing political frontier between Iran and Pakistan. The territorial boundary between the British controlled Makuran and Persian Makuran was demarcated by an Anglo-Persian Boundary Commission in 1870-1972 which is also Known as Goldsmith Line. According to the ancient inscriptions, this land was known as Magan (Sumerian/Babylonian), Maka (old Persian), Makararene (Seleucid/Byzantine) and Gedrosia by the time of Alexander the Great. The etymology of the word Makuran or Makuran is uncertain, however many historians believe that this has been derived from two Persian words, *Mahi Khuran* (Fish Eaters). The climate of Makuran is extremely rigid, warm, wild and untamed with harsh desert landscape and limited rainfall where mercury moves up to 50 centigrade in June/July. However, the north-eastern region (Panjgur) falls in the winter zone. Climatically, Makuran has four ecosystem; sea, rivers, forests and deserts. The coastal areas of Makuran are magnet for tourism where the Hingol National Park, Pakistan’s largest Park, spread over an area of 1650 km offers scenic images of nature and lap the Hinglaj Temple.
(Nani Mandir), one of the oldest Hindu temples in the world. The Geologists have marked Makuran as a high seismic zone and quite prone to tsunami where an earthquake of 8.1 magnitude wreaked havoc in November, 1945. The main sources of income in Makuran are agriculture especially date production, fisheries, livestock and oil-smuggling from neighbouring Iran.

The region had been sandwiched among the Indus, Mesopotamian and Persian civilizations but it has retained its distinguished culture until it was invaded by the Muslim Arabs during the caliphate of Hazrat Omar (R.A). Later on it remained a central part of the Mohammad bin Qasim invasion of Sind in the 8th Century. According to great historian, Inayatullah Baluch, before the arrival of 44 Baloch tribes from Sistan/Kerman to Makuran in the 12th Century the original tribes of this region had been Jats and Arab settlers who were either destroyed or assimilated by the Baloch invaders. Following the British exit from India in 1947, the ruler of Makuran Nawab Bai Khan Gichki had very strained relations with the Khan of Kalat Mir Ahmed Yar Khan and merged its princely state in the newly independent state of Pakistan on 18 March, 1948 along with Kharan and Las Bela excluding the Kalat State. In the contemporary regional politics, Makuran has become the most important part of country due to its strategic position in the Indian Ocean and the Chinese-led New Silk Route to connect oil-rich Middle East, mineral-rich Africa and attractive export market Europe.

**Brief History of Makuran**

Makuran coast has featured in the historical and archaeological records since as early as the 3rd Millennium B.C and it has remained a conduit to connect Indus Civilization/Harappan with the Mesopotamian/Middle East. (George & Carl, 1992) The According to the Persian Gulf Studies Centre, Makuran is the area in the southwest of Iran where original Aryan people of warrior nature live for centuries. Previously, the adjacent sea was known as Makuran Sea, however with the arrival of Islam and subsequent Arab invasion, it was changed to Arabian Sea. (Parsapoor) Historically, Makuran is said to be the oldest region where first Baloch settlements occurred after their migration from heartland of the modern Middle East. Later on Baloch tribes migrated towards the hilly areas of modern Kalat and moved on towards fertile lands of Kachhi and onward Punjab. At present, it links the rest of Pakistan with the Middle East including Arabian Sea and Iran where all of its three districts share border with historic Persia known as Goldsmith Line. Makuran’s 400 mile coast running from Iranian border eastward along with the Arabian Sea directly across the Gulf of Oman constitutes a huge transition zone which bears a deep imprint of Middle East especially Arabia through which around 80,000 army
of the Alexander the Great march westward in its disastrous retreat from sub-continent in 325 B.C. (Kalpan, 2009).

Makuran was once a part of great Persian Empire in the time of Cyrus the Great. Archeologically known as Gedrosia, it is geographically located in the junction of Middle East, Central Asia and South Asia. After that this strategic land also came under the control of Greeks when Alexander the Great passed through while returning back to his empire. Alexander defeated Raja Pours on the edge of river Jhelum and reached on the brink of Baeas River but his army refused to go further. After defeating Raja Pours, Alexander on the way to Sind passed through Makuran where his army faced extreme water shortage. The horrible loss of personnel in the Makuran desert on his return march from India to Persian Gulf where lack of water and food defeated his army what no enemy army had been able to do. (Garraty, 1991). In Gedrosia to Makuran Coast range including the west of Hingol river, Alexanders army coming from Kolwa tract suffered many hardships. (Eggermont, 1975)

Makuran also remained strategically important during the post-Islamic history owing to its immediate proximity with the Arabia to which it shares maritime border. Soon after the death of prophet Muhammad (PBUH) Arabs warriors under the Caliphate of Hazard Umar conquered Persia and moved towards Makuran. Historically Makuran is the Bab-ul-Islam (gateway of Islam) as Islam came towards sub-continent/Sindh while passing through Makuran as it is the closest region with Arabian Peninsula. In 644 A.D, under the direction of second caliph Hazrat Umer (R.A), Hakim bin Amr al-Taghlabi crossed over Makuran region but could not gain complete control of it. Another invasion during the reign of Hazrat Ali (656-651) but it was repulsed but finally Makuran was subjugated under Mauwiya, the first Umayyad caliph and was declared as the easternmost border of the Muslim dominions. (Sugata & Ayesha, 2004) In 712 A.D, Muslims under the command of Muhammad Bin Qasim captured Gwadar and moved on towards Sindh. However, in the following centuries, this area remained contested between different Indian and Persian dynasties including Mughal and Safavid. Being a sparsely populated hostile but strategic region, Makuran had remained contested among regional and extra-regional powers. In medieval era, the Portuguese invaded the coastal area but faced stiff resistance from local tribes. The Portuguese voyagers attacked and captured the coastal areas of Makuran in 16th Century. (Hussian, 2016). When Vasco de Gama discovered a new maritime route between Europe and Southeast Asia the Portuguese were the first European colonizers to reach the Makuran shores. (Badalkhan, 2009)The rind tribes established a powerful confederacy in Makuran under Mir Jalal Han which went into decline after Mir Chakar Khan Rind moved towards the fertile lands of Kachhi. Under the
leadership of Mir Chakar Khan Rind Makuran Confederacy become stronger and extended towards Kharan and Lasbela by defeating Mir Umar of Kalat and establishing Sivi (Sibi) his administrative capital in 1487. (Baluch, 1987) Afterwards, the Buledis ruled over Makuran until the rise of Gichkis in second half of the 18th Century and virtually Makuran came under the suzerainty of the Confederation of Kalat, led by the Khan of Kalat. Following the First Anglo-Afghan War of 1839, the British India also dragged the Kalat Confederacy including the Makuran region under its sphere of influence for the reason that the Britishers were quite interested towards its warm waters. The coastal areas of Makuran assumed important staging positions on the sea routes between India and Gulf countries where the British government established Indo-European telegraph line and a British Political Agent was posted in Gwadar in 1863. (Qatar Digital Library). Makuran’s coveted geographic position gained more importance when it’s fishing town of Jiwani, some 30 km away from Iran border, was used as a strategic base by the Allied Powers during the Second World War. After the fall of the British Indian Empire in 1947, Makuran joined newly established state of Pakistan as a princely state. According to Inayatullah Baluch, the ruler of Makuran had strained relations with the Khan of Kalat Mir Ahmed Yar Khan when the political map of the Indian sub-continent started changing and on 17th March 1948 Sardar Bai Khan Gichki along with Jam of Lasbela and Nawab of Kharan met with Mr. Mohammad Ali Jinnah and in the following day Pakistan’s Ministry of Foreign Affairs announced through a press statement that Pakistan had accepted the accession of princely states of Kharan, Makuran and Las Bela. (Baluch, 1987, p. 186-187)

Since then its strategic Gwadar District has remained the most attractive peninsula of this region. Territorially and culturally Makuran is very much close with the Sultanate of Oman located in the eastern edge of the Arabia, at a distance of around 210 nautical miles. In 1783, Sultan Siad of Oman took asylum from Khan of Kalat in Balochistan after developing differences with his brother Saiad Said. The Khan of Kalat gifted Gwadar to Saiad Sultan for his livelihood which was included as an exclave of the Oman after Khan’s royal guest dethroned his brother and enthroned himself as the Sultan of Muscat in 1797. Gwadar also remained the headquarters of the British Political Agent for quite some time in the second half of the 19th Century. (Syed, Akhtar, & Usmani, 2011). Considering the strategic value of Gwadar enclave, Pakistan’s government got it back in 1 958 by paying around $3 million (then Agha Khan Prince Sultan Mohammad Shah was the leading contributor) to Oman and agreeing that Balochistan would be catchment for recruiting troops from all three districts of Makuran, owing to which Makurani Baloch
constitutes a major part of the Royal Army of Oman (Gwadar Port: Harbinger of prosperity for Baloch people, December 07, 2015). During the Cold War, the Soviets attempted their best to reach the warm waters of the strategic Makuran by supporting and encouraging the nationalists in Balochistan but it failed to galvanize the divided nationalists. From Gwadar, Soviet Union could have exported hydrocarbon resources of its Central Asian satellite states. (Kaplan, 2009) In the post Cold War era of 21st Century, Gwadar has again become the center of the regional politics especially between China and the USA which has become the part of the New Great Game. Today, Gwadar with its deep sea port is the jewel in the crown of the Chinese strategic aspirations as it is the second largest economy after US and gives it’s the access towards the resource-rich Middle East and international markets of the Europe.

**CPEC: A Gateway to Middle East**

The geostrategic standing of Makuran among Central Asia, South Asia, West Asia and the Indian Ocean signifies its merit among all other regions of the CPEC which passes into all of its administrative districts. The following five worth mentioning international event are considered to be watershed instances for clearly defining the geopolitical importance of Makuran:

- Alexander’s march through the Makuran, archaeologically known as Gedrosia that proved to be too much for many of his army,

- Arabs invasion of Sindh through Makuran under Mohammad Bin Qasim in early 8th Century,

- Russian attempts to reach the warm waters of Makuran during the Great Game in late 19th and early 20th centuries,

- Use of Jiwani (tehsil of Gwadar) as a forward base by the Allied forces for the Gulf region,

- Soviet invasion of Afghanistan to access the Arabian Sea through the natural deep warm-water harbor of Makuran,

- Gwadar Deep Sea Port as gateway for energy-rich Middle East and Central Asia in the New Silk Route.

Owing to its peninsular Gwadar District, Makuran holds an extremely high position in the context of much talked-about China Pakistan Economic Corridor. Above all, Makuran is destined to be the heart of the CPEC because all three important sections of the CPEC connecting Gwadar with Kashgar travel into this highly coveted piece of land. Around 650 km long Makuran
Coastal Highway also known as Nation Highway (N-10) running beside the 500 km coastline of Makuran in the Arabia Sea connects Gwadar, Pasni and Ormara with Karachi and Kuzdar. The coastal region of Makuran is unique with mountains and rivers. The M-8 is the jugular vein of the CPEC that starts from Ratodero in Sindh and ends in Gwadar, connecting Turbat, Hoshap, Awaran and Kuzdar with the Indus Highway (N-55), Pakistan’s busiest road, connecting Karachi with Peshawar. Newly-constructed 193-km M-8 connects the eastern, central and western routes of CPEC with Gwadar. (Zafar Baloch, 2016). The National Highway 85 (N-85) is another major road which runs through central Balochistan and links Hoshap (M-8 zero point) with RCD Highway in Kalat District via Panjgur and Kharan. Resultantly, Makuran laps around 700 km of the CPEC which constitutes around 25% of the total length of 3000 km long CPEC route.

- 650 km long Makoran Coastal Highway also known as Nation Highway (N-10) running along the coastline of the Arabia Sea connects Eastern Route of the CPEC with Gwadar via Karachi and Lasbela,
- The M-8 is the jugular vein of the CPEC that starts from Ratodero in Sindh and ends in Gwadar, linking Central Route of the CPEC with Gwadar via Kuzdar, Awaran, Hoshap and Turbat,
- The National Highway 85 (N-85) is another major road which runs through central districts of Panjgur, Kharan and Kalat which links Western Route of the CPEC through the RCD Highway.

China wants to revitalize its glorious past by reviving the historic Silk Route through its famous “One Belt One Road” initiative. China used to be a great power for centuries. In 15th Century China had a navy of 28,000 men with 317 vessels under admiral Zheng He which widely sailed through Indian Ocean and Southeast Asian region, however it went in hibernation in the following years as Napoleon once said, “let China sleep, for when China wakes, she will shake the world.” Today, China is the most successful development model in the world history that has moved around 400 million people out of poverty with 9% GDP growth rate for almost 30 years where trade-to-GDP ratio is 70%. (Zakaria, 2011).

With such a huge trade share in its GDP, China is in constant search for international markets to sell its products and the coastal area of Pakistan’s largest province provides the best access to China to enter in western Indian Ocean and reach in the Persian Gulf’s energy resources (Wang, Lee, Chen, Jiang, & Liu, 2016). The CPEC is 3000 km ling route, consisting of highway, railways and pipelines that Far East with the West Asia including Europe
through Gwadar deep sea port. China has developed a sophisticated economy with highly profitable sectors such as manufacturing, telecommunications, high-tech goods, logistics and financial services. Through the CPEC, China can export its goods towards new markets like Middle East, Africa and Europe. In November last year, Chinese goods were exported to Middle East and Africa through Gwadar port, using the CPEC for region trade for the first time. According to World Integrated Trade Solution, the Chinese total exports to Middle East and North Africa have increased to $140 billion in 2015 from $122 billion in 2013. Since 2014, China has emerged the dominating trading partner of the Middle Eastern region. Among Middle Eastern countries, the UAE is the largest trade partner of China. The bilateral trade has increased from $54.8 billion in 2014 to $60 billion in 2016 and it is projected to go up to $80 billion in the next two years. (Sandhya D'Mello, 2016) Simultaneously it can import oil from the oil-exporting countries of the Middle East as China is quite vulnerable in terms of energy security. China consumes over 11 million barrels of oil per day which is projected to exceed 13 million barrel per day in 2020 and China imports 60% of its oil needs from Middle East. (Daniels; Brown, 2015). Owing to secure its economic and strategic interests in West Asia, China is investing heavily on infrastructure for greater territorial connectivity. China has already pledged to spend more than $40 billion for the construction of infrastructure at major checkpoints along with the old Silk Road trade routes including Arabian Peninsula and by the end of 2014, seventy seven out of 188 Chinese bilateral or multilateral free trade agreements were lying across the One Road and One Belt routes. (Feng, 2015) To enhance its trade relations with the Arab states, China has already founded the China-Arab State Cooperation Forum in 2004. Moreover, the China’s Arab Policy Paper released in early 2016 heralded 1+2+3 formula for China-Arab cooperation where energy cooperation would be the core, the infrastructure, trade and investment as the two wings and 3 high and new tech fields of cooperation in nuclear energy, aerospace and clean energy. (Tiezzi, 2016).

The strategic Gwadar District of Makuran is the most sought-after peninsula in the region, located at the heart of the Arabian Sea and the mouth of the Gulf of Oman where China has already built a deep sea port in 2007 which is 14 meter deep. The warm-water deep sea port is operated by the state-run China Overseas Port Holding Company (COPHC) and connected to mainland China via the 3000-km CPEC. It connects China with the resource-abundant Gulf countries which would ultimately multiply the economic and cultural ties between Pakistan and its Gulf allies. Saudi Arabia, the largest oil supplier to China and UAE, the largest non-trade of China among the Mideastern states could utilize the CPEC as the shortest route to East Asia as China imports 60%
of its oil from Middle East and 80% of it is transported through the dangerous Strait of Malacca and South China Sea where China is at loggerheads with the other contesting state to claim complete sovereignty in the surrounding waters. China imports more oil from Middle East than the USA. Nearly 75 percent reliance on oil imports shipped by sea leaves China extremely dependent on marine routes particularly those in the Indian Ocean and the South China Sea. (W. Kolb, 2013)

Similarly, the US and its regional allies especially India are exceedingly nervous and seriously concerned how to checkmate this gargantuan Chinese investment in this contested region as China has made enormous inroad by pursing its greater economic interests through the String of Pearls Strategy and New Silk Route. China is predicted to be world’s largest energy consumer by 2030 and is imports are expected to grow from six million barrels per day to 13 million barrel by 2035. The String of Pearls strategy is designed to protect Chinese energy security besides negating the Indo-US influence in the Indian Ocean including the South China Sea. (Myo, 2011).

China has already entered in resource-rich Central Asia through mending its strained ties with Russia which are cooperating and collaborating over all international issues including the contemporary crises in Middle East. As Russia is increasingly isolated from West, its aspires to strengthen its reset ties with Beijing already exemplified by a huge gas deal of more than $400 billion. (Standish, 2015)

On the other hand, China has a bridging role between Pakistan and Russia which have been relentless to forget the Cold War revulsion so far. The emerging strategic Sino-Russian strategic triangle with Pakistan seems to a stark reaction to the budding strategic triangle between USA, India and Japan. Although Japan is relatively a declining power but it is increasingly turning to India as a counterweight to China. (Green, 2011)

The policy makers in Pakistan assertively believe that India is the main sponsor of the ongoing low-level insurgency in its largest province which laps around 50% of the bilateral economic corridor. The hard-nationalists in Balochistan have been fighting against the central government on decades-long grievances of exploitation of the provincial rights. Many analysts consider this ethnic insurgency in the wider picture of simmering competition across the Indian Ocean rim in South Asia, Southeast Asia and Middle East as part of the New Great Game among the regional and extra-regional powers which are already engaged in turf-war to dominate the Central Asia, Middle East and South Asia. The Great Game was a term coined for the shadowy competition between Russian and British empire to influence and control Central Asia but now it is used to refer a battle on many fronts, being fought
with investment, aid, politics and culture from Pakistan to Nepal including South East Asia. (North, 2011).

It goes without saying that dominate and hegemonic actors attempts to search for strategic allies (state and non-state) but one has to look into the interanl dynamics of the issues since nonone denies that fact that the resource-rich province has been kept backward and marginilised owing to the indifference and apathetic of the federal government. The ongoing armed remonstration is the fourth of its kind. The longstanding grivances of the local inhabitants have coupled with vital strategic location in the changing dynamics of the regional and global politics which warrants catutious appraoch to sail in the cataclysmic waters of the Indian Ocean where the heavyweights are poised to face-off and control saway over this vital region that attratcs more than 60% of the internal martime trade.

The CPEC passes in all three districts of Makuran, Panjgur, Kech and Gwadar. Interestingly various media outlets have declared the China Pakistan Economic Corridor (CPEC) the New Great Game of the 21st Century. The $46 billion worth of CPEC was signed between Pakistan and China in April 2015 that envisages connecting Far East with the Middle East and beyond via Chinese built Karakoram Highway and Gwadar Deep Sea Port. The Karakoram is world’s highest metalled road situated at an altitude of more than 15000 feet while Gwadar Port is naturally deepest port in the region with a 14 meter depth. Also known as Friendship Highway, 1300 km long Karakoram Highway took almost 20 years to complete which starts from upper Punjab and ends in Khunjerab Pass in Gilgit-Baltistan. Both, the Karakoram Highway and Gwadar Ports have been built with the Chinese help. The CPEC also connect Pakistan’s deep sea port in its extreme southwest to its 10,000-foot high Sust Dry Port in Gilgit which is located in the Sust town inside Pakistan on Karakoram Highway before the Chinese border.

The CPEC is assumed to be the jugular vein of the Chinese One Belt One Road initiative which includes a Eurasian Silk Road Economic Belt and Maritime Silk Road where CPEC lies at the confluence of both, connecting South Asia, Middle East and Central Asia. (Markey & West, 2016). The Chinese authorities are looking forward to earn an additional $2.5 trillion trade with the regional states over the next decade as China is already world’s largest trading country with largest exports of the world. According to the Financial Times, the New Silk Road involves approximately 70 per cent of the world population, 75% of the global proven energy reserves and produces around more than 50% of the global GDP. Resultantly, the CPEC truly metalizes Pakistan’s Look East Policy and Chinese Go West Policies.
The 3000 km long CPEC provides the shortest and easiest land route to China for its imports from Middle East and export to Africa and Europe as the maritime distance between Gwadar and Port of Shanghai is around 12000 km which is 5000 km far away from Chinese newly industrialized northwest region. Simultaneously, the CPEC is also gateway for the energy-rich but landlocked Central Asian Republics (CARs). Initially it was thought that Gwadar Port would serve as a sea access to Turkmenistan and Uzbekistan via Afghanistan but now it can also serve Kazakhstan and Kyrgyzstan since the Karakoram Highway could be extended to across Wakhan Corridor which connects separates Pakistan from Tajikistan but connects Afghanistan with China. Gwadar is extremely important for Pakistan seeing that the CPEC is estimated to increase Pakistan’s GDP by 2.5% annually and 95% of Pakistan’s international trade is sea-borne that contributes around 40% of total Gross National Product (GNP). (Khan S. A., 2013). Additionally, the strategic port in Gwadar could be an alternative in case of any future conflict with India that attempted a blockade of Pakistan’s Karachi Port during the 1971 War. “A blockade of Karachi was to be instituted to prevent petroleum and other essential supplies needed in war from reaching Karachi”. (Cardozo, 2006)

Similarly, the Gwadar Port and CPEC also offers China an alternative route for importing oil from Middle East in case of any future dispute with the Southeast Asian countries on the sovereignty claim over contested islands of South China Sea. The Chinese militarization of the South China Sea risks any conflict between China and its neighbouring countries, the Philippines, Vietnam, Malaysia and Brunei including Taiwan that also put in danger the US strategic-cum-commercial interests as each year, $5.3 trillion of global trade passes through this disputed sea. (Glaser, 2012). Moreover, China’s commercial interests could also be at risk from India, its regional arch-rival, which holds strategic sway over the waters in the Bay of Bengal where the India strategic outposts at Andaman and Nicobar islands on way to Strait of Malacca pose severest security challenge to Chinese security interests. China may have territorial superiority over India but India has probably maritime edge especially its military build-up in Great Nicobar and Andaman islands which enable India to cut Chinese Sea Lanes of Communication between the Persian Gulf and Straits of Malacca. (David, 2008).

For China the CPEC is part of its expanding foreign policy but for Pakistan it is more internal that external where it is considered to a panacea for all domestic issues including strengthening the federation which ensure long term political and economic stability. The multibillion bilateral project roughly accounts for around 20 percent of Pakistan’s total GDP which is set to enhance the intra-state connectivity through network of highways, railways, cyber-lines,
pipelines, economic/industrial zones and energy generation plants. Moreover, the CPEC would be instrumental to enhance the existing $15 billion bilateral trade between the two countries around $100 billion over the next decade that will ultimately herald politico-economic stability in Pakistan’s precarious national security. Over and above, Pakistan foresees to connect its deep water port with the landlocked Central Asian Islamic states which are quite abundant in hydrocarbon resources. For the Central Asian Regional Economic Cooperation (CARCE) the CPEC is the shortest and cheapest route to access the commercially important North Arabian Sea. Luckily, Pakistan has already party to number of regional trade agreements with Central Asian states like Cross-Border Transport Agreement (CBTA) along with Tajikistan, Afghanistan and Kyrgyzstan, Quadrilateral Traffic in Transit Agreement (QTTA) along with China, Kyrgyzstan, and Kazakhstan and Customs Convention on International Transport of Goods (TIR), ECO Transit Transport Framework Agreement (TTFA). The incumbent pro-trade government has also announced to build Gwadar-Termez motorway to connect Gwadar Central Asia as Termez lies between Uzbekistan, Afghanistan, Turkmenistan and Tajikistan. Since very long, Pakistan has anticipated expanding the Karakoram Highway to Tajikistan and Kyrgyzstan which can increase its existing $45.3 million annual trade up to $4 billion a year with those countries. Furthermore, Sherkhan-Ninipayan border route has been identified by Pakistan, Afghanistan and Tajikistan as a trade corridor under the CARCE. Pakistan Railways has also planned to connect Gwadar with Afghan railway via Quetta and Chaman to boost trade ties with CARCE. (Mubarak Zeb Khan, 2016). Likewise, the much anticipated supplementary corridors would be extremely instrumental to extend CPEC for maximum extra-regional connectivity. A West Asian Corridor will link Makuran’s Gwadar Port to Central Asia, Eurasia and China via Iran and Turkey while a marine Gulf Corridor will connect the CPEC with Africa and beyond. Interestingly, Russia and Egypt have recently expressed their solemn desire to join CPEC which would be imperative for the strategically placed Makuran region.

**Conclusion**

Historically, Makuran has remained important for regional and extra-regional connectivity between the Far East and the Middle East by dint of its maritime routes connecting the zones of the Indian Ocean with landlocked territories. Due to its immediate proximity with Gulf States and rapid globalization, this administrative division has become Pakistan’s jewel in the crown from the CPEC perspective. But except Gwadar, the other areas of Makuran have been ignored in the CPEC-related development projects which could further exploit the sense of lasting deprivation especially among youth since the region has
been severely affected by the insurgency in the province which is alleged to be linked with the simmering power politics in the emerging New Great Game as the strategic constituency provides the shortest secure route to China for its exports and imports in Middle East. Moreover, every successive government in Islamabad and Quetta has turned a blind eye towards this highly potential and fertile region. More than 100 varieties of dates are produced in Makuran region. According to an estimate, more than 42 hectares cultivated areas of Makuran produces 0.5 million tons of quality dates annually which is 53% of the total date production that makes Pakistan world’s 5th largest date producer, earning $5 million annually. Two-thirds of Pakistan’s total annual date production comes from this region which could earn around $250 million foreign exchange if exported but unfortunately more than 70% of whole production is wasted due to lack date factories. Similarly, livestock which shares a considerable component of the rural economy and 40% of the provincial GDP still awaits government attention. Alarmingly, the continued apathy from the federal and provincial governments, the marine life in Makuran is depleting rapidly. Makuran fish-rich coastal areas accounts for more than 50% of the total fish production in the province which is livelihood of more than 80% of the local inhabitants. But despite of this indifference, the region has achieved satisfactory results in terms of education and socio-economic development which could be replicated in other areas of Balochistan.

References


Critical Analysis of Roots of Baloch and its Relations with the Mughals in Historical Perspective

Sharaf Bibi & Dr. Ghulam Farooq

Abstract
This research paper depicts the (origin) as well as the (roots) of the Baloch plus Baloch relations with the Mughal rulers. The research paper is divided into two parts. The first part of the research paper mentions about the (deep roots) as well as the (beginning) of the term (Baloch). The second part depicts the relations of the Baloch rulers with the Mughal Dynasty. By carrying out this research, for obvious reasons, it was not an easy task to perform, specially being a social science scholar. To examine the behaviors of the bygone societies is indeed much difficult work to carry out. As far as the term Balochistan is concerned, it is originated by the Balochs who have been residing in this part of the world for a long time. The original people of the Balochistan are obviously Balochs as well as Pashtoons. The Baloch people by faith are Muslims. Regarding the Relations of the Baloch people, with the Mughal Dynasty, history indicates that Balochs were given special status by all the Mughal rulers from Babar to Aurangzeb. They always relied upon the assistance of the Baloch rulers when it came to achieve difficult tasks to perform (vanquishing particular areas). The significant events regarding the strong relations between Balochs and the Mughals (as mentioned in this research paper) show clearly that all the Mughal rulers from Babar to Aurangzeb, acknowledged the (bravery, hospitality, adherence with given words, etc,) of the Baloch rulers, and also prescribed gratuities for Baloch rulers acknowledging their exalted traits.

Keywords: Baloch, Balochistan, Mughals, Army, Malik Khathi, Mir Samandar Khan, Naseer Khan Noori, Mirza Najaf Khan, Najafgarh

Introduction
Balochistan is located between (24 54 and 32 4 N and 60 56 and 70 15 E). It’s surrounded upon the southwards with the Arabian Sea. (Pottinger, 1980, p. 50). Upon the northwards with Afghanistan as well as the Kyber Pakhtoonkhwah,
and over westwards with Iran plus upon eastwards with Sindh, and Punjab as well as an area of (K.P.K) (Hughes, 1977, p. 2).

The Pakistani part of Balochistan is covering an area of 131855 Square Miles. The part that’s about entirely hilly remains merged by several lush vales as well as flatlands. The hilly part remains upon the vast strap of series linking the (Koh-e-Safed) by the mountainous structure of South of Iran. It too shapes a water parting, the drainage of that goes into the Indus River over eastwards, plus the Arabian ocean over southwards, as upon the northwards as well as the westwards, it flows into those internal lakes forming a general feature of Central Asia.

**Origin of the term “Balochistan”**

The word Balochistan is originated by the Balochs (Pottinger, 1980, p. 50) who have been residing here from ancient era. The Baloch as stated by Hughes step by step expanded eastwards from South of Iran in approximately seventh century and till fifteenth century they established themselves in these areas. (Hughes, 1977, p. 26). However, in general, the reference regarding Hughes reveals the odd grand viewpoint that was created protecting the English regal affairs.

Well-known Balochi Poet, as well as famous leader, Mir Gul Khan Naseer draws the influx of the Baloch people since (531 A.D.) as Nousherwan Adil the ruler of Persia over protests assailed upon Baloch people and following an annihilation they took refuge in Maraap; Siah Dumb as well as Jhalawaan with moving by Seesthaan, Chaaghi as well as Kharaan in the headship of their chieftain Mir Qambar (Naseer, Tareekh-e-Balochistan, 1993).

In general; it’s stated that the title Balochistan was given through Nadir Shah the great Persian emperor, people, according to St John’s opinion, “Once they expelled the Afghani aggressors from Persia, had themselves owner also ranked a local chieftain on the novel Land, created the parts surrounded upon the northwards as well as southwards by Halmand vale and the sea, also extending from Karmaan upon the westwards to Sindh over the Eastwards. This newly created area was named Balochistan or the state of Baloch people. (Ahmedzai, 1988, p. 6).

Upon searching the leaves of olden times, it’s observed that the Mughal ruler Zahir-ud Din Babar in his Tuzk (Tuzk-e-Babary) too speaks of Balochistan in these expressions, “I have just got a note of Mehdi Kokaltash from Balochistan where the Baloch people are causing problems. Upon receiving the note, I have chosen Cheen Taimoor Sulthan as well as issued orders toward Adil Sulthan, Mahmood Sulthan Doldoi, Khusrou Kokaltash, Mahmood Ali Jank, Dilaawar

Alama Abdul Fazal in Ain-e-Akbary while speaking of the River Indus states that this river also flows by Balochistan. (Fazal, p. 1019).

These and further chronological allusions indicate extremely fruitfully that this area was recognized as Balochistan a great deal before Nadir Shah and this title is much older than it’s supposed to be. It too reveals that not only the title is older rather it had been the house of the Baloch people even in the primeval era.

**The Terra Firma of Balochistan**

Upon entering the passes of Balochistan, a voyager finding himself among sites that are basically different. The common view looks very much like the Irani flat terrain, and gets all together, it’s pleasant-looking also the oddness isn’t lacking a firm attraction. (Pottinger, 1980, p. 58). The rocky chain, the lush straps of Juniper, the plains, the vales as well as the deserts are the novel features of the scenery of Balochistan. The deserts as well as the rocky plains too possess the charm of their own. There are also level vales of significant magnitude in which irrigation enables much of the cultivation to be carried on and rich crops of all types to be raised. (Hughes, 1977, p. 4). The smoothness of vales owing to the scarce precipitation differentiates Balochistan from the Eastern Himalayas. Within the Hills rest thin glens whose wrinkling stream routes are fringed in early summer through the luminous green of cautiously traced meadows. Rows of willows by means of interweaving adorns of sights, edge the lucid water whereas groups of kids as well as females in cotton shawls create a lovely image of prettiness also lushness. a number of areas being even more attractive than Quetta upon a brilliant cold dawn the time when all the haughty mountains are covered by radiant snowfall, as the date copses which enclose the Makran, are full of charming lure. The scowling cracks as well as ravines in the higher grounds create a difference toward the smirk of vales. By the loftier Hill’s tops wonderful sights are available.

**Inhabitants Ancestry and Clans**

Balochs being the chief race as well as citizens of Balochistan the Meds also the Jats emerge to have been the people of Balochistan at the era of Arab’s incursion. The Meds at the present, as then exist over the shores. The Pashtoons yet cluster round their dwellings at the back of Takht-e-Suleman. The Jats despite the arrival of Baloch people toward the date create the cultivating groups of Las Bella as well as Kachi also several Kurks whose
insolence paved the way to the last defeat of Sind via the Arabs are yet to be recognized in the Jan Vale in the Jhalawaan. (Hughes, 1977, p. 9)

**The Baloch People**

The original races of principal significance in Balochistan currently are the Baloch plus the Pashthoons. The Jats, the cultivators at the present shape merely a small minority although a lot of of them have been engrossed in the Balochs. Among spiritual as well as working classes might be stated the Sayids, Dehwaars as well as the original Hindus, who exist in the shield of tribal people plus continue the trade and other business of day to day life. (Ibid).

The Imperial Gazetteer of India has related the physical features of Balochs in these expressions” his build is shorter, and he is wirier. He has a blood bearing, frank manner, and is quite honest, he seems over nerve as the uppermost virtue, also regarding generosity as a holy responsibility... his countenance is long as well as oval and the nose crooked. (Imperial Gazeteer of India, 1984, p. 30).

The physical power of the Baloch is stated by Muhammad Sardar Khan Baloch by the expressions that ... the Baloch is the amalgam of Sanskrit (BAL) and (OCHA) that means “most powerful”. (Khan, History of Baloch race and Balochistan, 1958, p. 1)

The word Baloch as stated in Burhani QaTI means in the Farsi language as Cockscomb or Crest. (Ibid).

However by analysis the crest borne by the Balochis as quoted in Shahnama Firdausi barely clarifies the etymology of the word. Mir Gul Khan Naseer as arguing this cock crest story as well as treating with Firdausi speaks as, “His (Kaikhasro) a military consisting on Koch or Baloch courageous, they were warriors as well as marshals, they bore the cock crest and were never beaten. (Naseer, Tareekh-e-Balochistan, 1982) Demonstrates the traditional survival of this term Baloch however the evidence of the term Baloch is yet to be drawn. The poetry of Firdausi stated in the above lines is too cited over the internal heading leaf of Mohammed Sardar Khan Baloch’s volume History of Baloch Race and Balochistan.( (Khan, History of Baloch race and Balochistan, 1958).

Firdausi too relates the courage of the Baloch fighters as he versifies the military of (KUK KOHZAD); Firdausi speaks that every warrior being competent to battle against a lakh warriors of the opponent. (Naseer, Tareekh-e-Balochistan, 2010).

The story mentioned by Firdausi shows that (Kaikhasro) was the Persian ruler approximately 500 B.C. as well as a very significant part of his military
consisted on Baloch fighters. It too confirms that the Balochs had taken those domains long before plus their home Balochistan had been the home of their forefathers in one way or the other thousands years ago. (Ibid)

The provincial series of Imperial Gazetteer of India in (BALOCHISTAN) reports of the Baloch as well as Balochistan, “Whatever their original people, the Baloch had taken up a place in close nearness to Mekran early in the 1700 also many of their ancestral names stand the tracks of the regions that they captured in the Iranian Balochistan. (Imperial Gazeteer of India, 1984).

These frequently quotation words of the gazetteer clearly portray the imperialistic loom in which they required to show if the English were foreign in these domains then the Balochs were too not very old here, however the end section of the sentence shows that they too embrace that the Balochs had been residing in these areas for the very long time. As starting of regarding scholarly discourse on the very beginning position of the Baloch people it’s incredibly exciting to observe that the traditional godly (as perceived) as well as theological ideas as succeeded thousands ages before, While analyzing the leafs of the past one sees that as the word (BALUCH) or (BALOS) being in fact a blend of (BAL-UCH,) or (BEL) and (OS). The very name of race, if investigated acutely gets us back to a group or one might name a nation which left ineffaceable symbols on the history. (BEL) being the (Babylonian divinity), fairly a dissimilar shape of (B’AL). (Seems to be the ancient God,)

The god Bel is primary brought in as of (BABYLON), fairly attractive to say, also being recognized by the Greek deity (ZEUS). (In Greek mythology it is often quoted.)

It’s too significance stating that in (SEMITIC) belief the relation of the deities to certain degrees which are particular chairs of their authority is normally spoken with the name (B’al). As applied to men B’al means the owner of a home, the master of a country. (Khan, History of Baloch race and Balochistan, 1958). More that as of this God B’al comes the Belus of the Greeks, who being perplexed by the Zeus or Jupiter of the Greeks. The Kaldians and the Babylonians named it ‘BEL’ the Phoenician Ba’l, both from the Hebrew B’al or Lord and also B’al has been translated into Bylos. The Phoenicians named him Beelsamin Lord of paradise. (Ibid).

While analyzing the epistemology of the (‘Baloch’) Dr. Fritz Hommel has stated with speaking that a lot of family titles have been emerged by the titles of gods plus the cities or waters were too called similar for example, god Belus on River Belus and Ba’loth tribe. (Dr. Fritz Hommel,) Bible has revealed in Hebrew Lexicon that Ba’lath or Ba’loth in Aloth had been correct title of a city
in southwards of Judah to the shore of Edom where the kids of Judah were living. (Bible,)

Thus it’s clear that the inhabitants who used to pray the god Belus were called so. It’s too significance stating that Baloch race is older that about 2000 BC the Mari realm was created in Tell-Hariri close to Euphrates. (Parrot, 1934)

Citing the initiating sense of Balochistán for long shows that the very name Balochistán reveals that it’s the Bel-ak-istan, which’s the mixture of Bel and ak meaning the country of the Deity sun; it’s too likely that for a moment in the early eras this area might be known as Belkosh-istan. The territory of the nation who revered sun also by the course of time this, term was altered within Belkochistán or Balochistan for Kosh, Koch and Baloch appear to have the similar basis. (Naseer, Tareekh-e-Balochistan, 1982).

**Mughal Baloch Relations**

**Mughal Ruler Babar and Balochs**

The first Mughal sovereign Babar states about the Baloch people in his autobiography launching a mission against them in Panjab and afterward Baloch joined the military of Mughal ruler Babar against Ibrahim Lodi and received gratuities following the crush of Ibrahim Lodi in 1526.

Babar quotes about the Baloch people in his autobiography when in AD 1519, he sent Haider Alamdar to the Balochs in Panjab, who were settled in the country of Behreh or Bhira and Khushab. He wrote that next morning the Baloch came with an Almond-colored Tipchak horse and made their submission. Having learned that the troops had exercised some severities towards the inhabitants of Bhira and using them ill, Babar sent out a party to punish his soldiers.

The Balochs were also mentioned receiving gratuities after the defeat of Ibrahim Lodi, showing that the Balochs were the part of the Mughal Army at that time. (Erskin, 1929).

The Baloch tribes possessed huge significance even in the times of Mughal Emperor Baber, as Baber considered the Balochi people huge hurdle for his Kingdom. As he states in his memoirs stated by Erskine in his book (A History of India under two sovereigns’ page 496) that

“Baber determined marchin to the West where, since he was not to attack Bengal, he estimated the west the richest booty and the best means of supporting his army. Before he set out, and to put his mind quite at ease respecting affairs to the eastward, he sent a confidential officer to the principal chiefs and Amirs in the provinces beyond the Ganges, to enjoin them to attend
Askeri Mirza, wherever he should lead. This envoy was to lose no opportunity of reporting on the spot every kind of intelligence that could in any degree influence the Emperor's conduct.

At this crisis, news reached him that the Baloches had made an inroad into his territories and committed great devastation. That brave but barbarous race at that time possessed most of the country from Bheker in Sind to Multan and Samana. Baber entrusted task of repressing and punishing these freebooters to his cousin Chin Taimur Sultan, Governor of Mewat; and, for that purpose placed under him some of his ablest generals, with all the forces of Sirhind, Samana and the adjoining provinces; commanding them to take stores and provisions for six months service that they might do the business effectively”.

(Erskine, p. 496)

The prominent Baloch writer as well as historian, Mir Gul Khan Naseer writes about the Mughal, and Baloch relations, in his famous Historical book (Tareekh-e-Balochistan), (History of Balochistan), stating as,

“The history of Baloch rule starts by the (Burzkohi) or (Brahvi) tribes, who actually came and settled in the outskirts of Kalat city way before the arrival of the (Rind) Balochs.

During that particular time, a Hindu family named as (Sewa), was ruling the Kalat city. In the middle of 15th century, when the influx of the Mangols started in Indian Subcontinent, the (Sewa) family too could not save itself by the atrocities of the Mangols. They were defeated badly by the Mangols and were dethroned. Mangols held the Kalat city and established their rule.

(Meero), who belonged to the race of (Mir Qambar), and whose descendants later on called as (Meerwani), was the chieftain of the Brahvi Baloch tribes. (Meero) was truly a brave man.

Meero, along with his brave people, joined the Mangols, and fought the battles on their side. As a result of those support to Mangols, he achieved the territories of (Chapar, Ziarat, Marap, Dashth-e-Goran, Gidar, Surab, etc.) and established himself firmly over those territories. He became immensely popular among the Mangols. After the death of Meero, his heir (Umer) became the chief, and right from then on, the rule of Baloch started.” (Naseer, Tareekh-e-Balochistan, 2010, p. 6))

**Mughal Ruler Shahjahan and Baloch**

During the time of Mughal ruler Shahjahan, (Meer Hassan) who was son of (meer Gohram), declared as (khan of Kalat) by both Mughals and Balochs.
Mir Hassan’s rule is said to be the golden period in terms of peace, since no major battles were fought during his reign.

He was backed and supported heavily by the Mughal ruler Shahjahan in terms of governing his territories, and having strong relations with Main Mughal Government. (Ibid)

**Emperor Humayun and Malik Khathee**

The famous tale regarding the hospitality of Malik Khathee is prominent in history which he showed with Emperor Humayun.

Mir Gul Khan Naseer says that “ever hospitable Baloch Chief Malik Khathee, who is termed as “emperors of the looters” by Abul Fazal, was issued the orders by the ruler of Qandahar to arrest Humayun.

Malik Khithee was searching Humayun to be arrested. Irony of fate, Humayun along with his wife Hamida Bano, and some soldiers, by mistake reached right at the home of Malik Khathee in search of safe refuge.Malik Khathee’s wife could not recognize them and allowed them to stay considering them God guests, and displayed great deal of hospitality.

Somehow Malik khathee found out the information of Humayun’s stay right at his own house, and he rushed out there, and met him, and said to Humayun , “Although I have the orders to arrest you, and being a Baloch I must obey my orders, but on the other hand, being a Baloch, I must follow my Balochi traditions too, by not causing any harm to my guests.” Therefore in doing so, he did not arrest Humayun, but took them out of his territory safely. (Ibid)

**Emperor Aurangzeb and Baloch’s**

During the rule of Emperor Aurangzeb, (Mir Samandar Khan) was declared as (Khan of Kalat) in 1697 after the death of Mir Mehrab Khan. Mir Samandar Khan was such generous, brave, and a noble man. He is yet remembered and termed as (Sakhi Samandar) (ever generous Samandar) among Balochs. Therefore, even today, people from all over the Balochistan make their presence to his sanctuary and pray. Mir Samandar Khan was such loyal and truly brave Baloch. He displayed immense loyalty towards Emperor Aurangzeb and fought battles with the rebels of Mughal Emperor. Aurangzeb was too impressed with the bravery and loyalty of Mir Samandar Khan. On one occasion, Mir Samandar khan arrested two long wanted rebels of Aurangzeb’s government after a severe effort and search by Samandar Khan. As a result, Aurangzeb became too jubilant, and not only granted him one Lakh in reward, and also gifted him the port of Karachi. (Ibid)
Mir Gul Khan Naseer further writes, “The Emperor of Iran considered and desired to capture some particular areas of Balochistan supposing those areas as the part of Iran.

Therefore, in 1698, he sent a huge group of soldiers under the command of (Thehmasap baig) to Mastung and Kalat. During that time, Mir Samandar Khan was in Multan with the Mughal Prince Muaz ud Din. When he was informed about this expedition, he left Multan with the approval of Prince Muaz ud Din and rushed to (Kadkoocha Mastung) overnight. (Ibid) There in Mastung Mir Samandar Khan prepared a huge group (30,000) of fully armed Baloch fighters within just couple of days.

Meantime, (Thehmasap Biag) already entered the area of (Kanak) after vanquishing the areas of (Chaghi, Noshki, Kardighap, etc). Samandar Khan along with his force moved from (Kadkoocha) and stopped the Iranian forces in (Sariab Mastung). A terrible clash continued for three days, with the killings of hundreds of thousands men. On the fourth day of the Battle, while Samandar khan was engaged in heavy fighting, all of a sudden he saw (Thehmasap). He moved forward with his horse killing the several Iranian soldiers who were guarding Iranian Commandar (Thehmasap). He stood right in front of the Thehmasap and challenged him by calling his name loudly (like a typical Baloch fighter). Thehmasap could not even move by this sudden act of Samandar Khan and was helpless. Before he could do anything, Samandar Khan brandished his sword in the air and dissected his Head with just single strong stroke of sword. Iranian forces could not believe seeing the Head of their Commander reeling like a Ball, and started to flee with a terrible Stampede. Baloch forces chased them for quite a long distance and killed many irani soldiers. Eventually Irani forces were crushed heavily with great humiliation.

After this terrible defeat, Iranians never dared to attempt any expedition in Balochistan. (Ibid)

**Aurangzeb prescribes 2 Lakh Annual Salary for Samandar Khan**

Above mentioned significant event makes the Mughal Emperor Aurangzeb immensely jubilant. This significant event makes the relationship between Mughals and Balochs stronger with a great deal. Aurangzeb acknowledged the bravery and loyalty of Baloch Ruler and prescribed 2 Lakh of annual salary for Mir Samandar Khan by the Assets of Main Federal Mughal Government. (Gul Khan Naseer).
Balochs as well as Balochistan never proved out to be choice morsel for foreign aggressors

As far as Balochs, or Balochistan is concerned, history shows that this part of the world never proved out to be piece of cake for any foreign aggressor. Land of Balochistan never played the role of a buffer zone; in fact this part of the world, displayed intense resistance regarding any overseas aggression. Therefore, it would be completely wrong to term Balochistan as a Buffer Zone referring to historical sequences. It is undeniable fact that in battles some triumph and some lose, but history remembers those to battle out till the last drop of the blood. Baloch rulers not only always proved their valor regarding historical battles, but also provided support to their particular favored blocs. As Gul Khan Naseer states about Mir Naseer Khan Ahmedzai, in what manner he provided immense support to Ahmed Shah Abdali winning the battle of Panipat against the mighty Sikhs as well as Marhattas.

He states,” Ahmed Shah Abdali was very much concerned about the aggressions of the Marhattas, therefore he, wrote a letter to Mir Naseer Khan, to gather a formidable force for the battle. In response, Naseer Khan formed a huge organized armed force of Baloch people within a 15 days time. Meantime the Marhattas already captured Delhi.

On 7th of January, 1716, the Marhattas came out in the battlefield of Panipat, against the formidable force of Balochs along with Afghans. Mahattas were almost winning the battle as they arrested the Sardar Inayat Khan who was fighting on behalf of Ahmed Shah Abdali. Then Ahmed Shah ordered Athai Khan Qandhari to move and stop the Marhatta force, but all in vain and Athai Khan was too murdered. Seemed very much like the certain defeat, finally Abdali ordered Naseer khan to rescue the life of Inayat Khan held by Marhattas. Naseer khan along with his Baloch people, attacked too heavily and all of a sudden Marhattas forced to get backwards and could not face the force of Naseer Khan. Eventually Inayat Khan was rescued by Balochi people. The battle continued with the massacre of tens of thousands of people. So many balochs as well as Afghan fighters were killed, but they did not move back and continue fighting.

By the evening, Marhattas started to lose their morals against the enthusiastic and diehard Naseer Khan; finally they embraced the heavy defeat against Balochi people as well as Afghani force.

War against the Sikhs

After the crucial battle of Panipat, four years later, the Sikhs of Punjab turned trouble makers. They captured the fort of Chandala near Amristar with the
heavy army of almost 70,000. They killed thousands of men and plundered heavily. They also captured Dera Ghazi Khan. As a result, Ahmed Shah again wrote a letter to Naseer Khan who was in Kalat at that moment. Therefore, he amassed a heavy force comprising the Balochi people of Sarawan and Jhalawan. Meantime Afghan army was waiting for the baloch forces at Chinut. Both the forces met and Ahmed Shah moved towards Lahore, and Naseer Khan stopped at the point of Shahdara near the shrine of Jahangir. The next day, Sikh army attacked the Afghani forces in Lahore. Ahmed Shah asked for Naseer Khan’s help. Again Naseer Khan fought with great display of valor along with Baloch army and showed stiff resistance to Sikh army. It is said that during this battle, on one occasion, the group of Sikhs engulfed Naseer Khan by throwing him off on the ground. He was going to be slain by a Sikh, but he survived interestingly, as the Sikhs thought that they were going to kill their own man, as Naseer Khan looked very much alike a typical Sikh by his appearance, having long hairs as well as long beard. (it is said that after winning this battle, Naseer Khan cut off his long hairs as well as long beard, supposing both as the hurdles by not to be martyred by the Sikhs). That war against the Sikhs again proved the valor of Naseer Khan which was acknowledged by Ahmed Shah Abdali making him immensely jubilant. (Naseer Gul Khan, 2010)

**Mirza Najaf Khan Baloch. The Last Commander-in-chief of the Mughal Army**

Mirza Najaf Khan served during the battle of Buxar against the East Indian Company as the highest commander of the Mughal army from 1772 till his death in April 1782. The Mughal army he created was based on the European model backed by traditional Mughal cavalry; Historian H.G. Keene in his book “The fall of the Mughal Empire of Hindustan” says that in 1781 the army of Mirza Najaf khan was the most formidable military force in India aside from the British army in Bengal. Najaf khan had fought successful battles at Barsana, Panipat, and Meerat before being laid to rest at the Aliganj near Safdar Ganj tomb. He was once imprisoned by Nadir Shah and was only released at the behest of Safdarganj’s elder brother. Some says that he was, “the only brave man and good general the declining days of the Mughal Empire knew”. Mirza Najaf Khan was instrumental in amalgamating European techniques and methods of warfare with those of the Mughals, making his regiment formidable before the advent of the British cavalry of Bengal despite the fact and the Mughal Empire was coming to its unceremonious end. Mirza Najaf khan died on April 26 1782 after a brief sickness and left behind an adopted son Najaf Quli Khan, who had converted from Hinduism. (Singh)
Najafgarh is named after the Kiledar (Fort Administrator) Najaf Khan Baloch (1733-1782) of the Mughal dynasty during the 18th century. Khan was a powerful Persian noble in the later Mughal court and later this place became the stronghold of the Rohilla Afghan chieftain Zabita Khan. It was here that the Battle of Najafgarh was fought on August 25, 1857 between Indian and British soldiers as part of the first war of Indian Independence. At least, 800 people died in the battle, and it was the first victory for the British in the uprising. A small settlement of the Mughal troops settled here. Najafgarh is now one of the most populous electoral regions in the National Capital Region of India (NCR). It is surrounded by 70 villages bordering Haryana. The borders are 10 to 15 kilometers from the main Najafgarh Market.

Conclusion

The word Baloch has its deep roots when it comes to its origin. The famous Historians and philosophers relate the origin of the Balochs since olden times. Balochs came in this part of the world way earlier than the other nationalities. Their traditions and customs indicate that they firmly stick with their ancestor’s traditions. When it comes to revenge, or hospitality, they firmly perform their traditions. These significant facts make them prominent among others. As far as Mughals are concerned, they always adopted the policy of friendly relations with the Baloch rulers. History is evident, that Baloch rulers always remained with the great deal being immensely loyal to Mughal rulers. In no point Balochs, betrayed the Mughals when it comes to warfare, or performing significant tasks given by the Mughal rulers. Babar’s gratuity, to Baloch people, Malik Khathee’s hospitality to Humayun, Mir Samandar Khan’s bravery against the war with the Persians, etc these all are significant facts regarding the strong relations with the Mughal rulers time after time. History shows that this part of the world never proved out to be piece of cake for any foreign aggressor. Land of Balochistan never played the role of a buffer zone; in fact this part of the world, displayed intense resistance regarding any oversees aggression. Therefore it would be completely wrong to term Balochistan as a Buffer Zone referring to historical sequences. It is undeniable fact that in battles one may triumph or lose, but history remembers those battling out till the last drop of the blood. Baloch rulers not only always proved their valor regarding historical battles, but also provided support to their particular favored blocs.

The Balochi tribes always possessed their significance by not to be vanquished easily. A memoir of Baber is clear evidence as he acknowledges the importance of Baloch people in his time. The services of Mir Naseer Khan Noori to Ahmed Shah Abdali regarding the battles of Panipat against the Marhattas and Sikhs is also History and clearly depicts that Baloch rulers
always played such an important role with their alliances regarding huge support in wars.

The war against Marhattas and Sikhs was won solely due to the support of Naseer Khan Noori. Finally, we have the instance of Mirza Najaf Khan Baloch’s loyalty and services to Mughal Army, as he transformed the Mughal Army stronger based on the modern techniques. Mirza Najaf Khan is recognized as the last commander in chief of the Mughal Army, who actively played his role in numerous wars like of Panipat, Buxar as well as Meerat. By acknowledging his services, the Najafgarh town is named after him.

All these above-mentioned examples depicting the importance of the Balochistan as well as Baloch rulers time after time. Some historians show the wrong picture about this part of the world by declaring it as a buffer zone. It must be observed through reliable sources and authentic data given by the unbiased historians, that Balochistan was never a Buffer zone for any foreign power. Whoever attempted any expedition in this part of the world, met with stiff resistance by the Balochi people. The memoirs of Baber, Humayun, Akbar, show it all clearly regarding the prominence of the Land of Balochistan as well as Baloch rulers.
References


Erskin, L. a. (1929).


Khan, M. S. (n.d.).


Parrot, P. (1934).


Ram, H. (n.d.).


Poverty Alleviation through Benazir Income Support Programme in Balochistan: A Case Study of Poor Women Engaged in Profession of Dress-making and Beautician in Quetta District

Maryam Mehboob¹ & Dr. Mumtaz A. Baloch²

Abstract

The present study analyzed the impacts of Benazir Income Support Programme improving the poorest women's skills and socio-economic conditions in Quetta district, Balochistan. To acquire the needed data and information 200 women beneficiaries were randomly sampled. Data was collected through household survey questionnaire, key informants and focus group discussion. The data was analyzed through the Statistical Package for Social Sciences (SPSS) using the frequency distribution and percentages. The qualitative information gathered from Focus Group Discussion and Key Informants was narrated. The findings revealed that Benazir Income Support Programme has played a significant role in skill development and uplifting of the socioeconomic conditions of the households in the study area. Women who attended dress-making and beauty parlor trainings found significant positive change in their socioeconomic conditions. For example, women contributed in buying daily food stuff, enrolled their children and better schools and saved tiny amount. We recommend the Government of Balochistan, Pakistan and concerned organization to expand the skill development programme at grass root level. There is an emerging need to effectively monitor the programme; and focus the most deserving and vulnerable people.

Key Words: BISP, Women, Beautician; Dress-making; Poverty alleviation, Quetta, Balochistan

1. Introduction

The national and international assurance to poverty reduction, especially the Millennium Development Goals (MDGs) have engrossed the attention on the persistence poverty in developing countries. For the mitigation of the poverty

¹ M.Phil scholar in Social Work, Balochistan Study Center, University of Balochistan, Quetta.
² Assistant Professor, Department of Social Work, University of Balochistan, Quetta,
various steps have been taken by the developed and developing countries. In Pakistan, different programs concerning poverty alleviation have been launched by the government and Non-Governmental Organizations in the life span of Pakistan such as Agha Khan rural support programme (AKRSP 1984), National Rural Support Program (NRSP) launched by government in (1982-83), Government of Pakistan’s (GoP) through BISP was launched a program for financially assist the country in 2008 as the main national social safety net and is the largest and most systematic social protection initiative to be launched in Pakistan.

Benazir Income Support Program (BISP) has been launched by the Pakistan People’s Party(PPP) in the financial year 2007- 08, for the alleviation of poverty in the country. This scheme covered all the four provinces, including (FATA) Federal Administrative Tribal Areas, Azad Jammu and Kashmir, Gilgit Baldistan and Islamabad (Shehzad 2011). SPDC (2005) also articulated that compared with the other Provinces of Pakistan, Balochistan is the poorest province where 63% of the population subsists below the poverty line (26% in Punjab, 29% in Northwest Frontier Province (NWFP), and 38% in Sindh). According to a survey conducted by the Benazir Income Support Program, over 60% of the people of Balochistan, and about 45% of people across the country, live under the poverty line (BISP, 2008). In addition, out of 30 districts in Balochistan, 24 are among the poorest districts of Pakistan and their socio-economic indicators lag behind than the rest of the country (BRSP, 2007; Baloch and Aziz, 2016). After the successfully implementing the BISP cash transfer BISP started the vocational and technical trainings for the empowerment of his beneficiaries especially for women’s using a Proxy Means Test (PMT). A PMT provides an objective method of approximating a household’s level of welfare and poverty using a sub-set of indicators correlated with measures of monetary welfare. This is combined into a unique index to accurately as possible identify the poorest household. Along with this PMT the GoP conducted a national poverty census which attempted to visit every household in Pakistan to implement the BISP poverty scorecard and assign each household with a poverty score. An eligibility threshold was set to target the poorest 20% of households in Pakistan. Households with a PMT score below this threshold containing at least one ever-married woman in possession of a valid Computerized National Identify Card (CNIC) were deemed eligible for the BISP. The programme provides eligible families with the Un conditional Cash Transfer (UCT) and eligibility for Vocational and Technical Trainings. Recognizing the goal of promoting women’s empowerment the UCT is paid directly to the female head of the family, where the female head is defined as every ever-married woman in the household.
BISP aims at for the uplifting of poor people in general, women in particular. Initial allocation of amount for the poorest people was PKRs. 34 billion (US $ 425 million) to assist 3.5 million families of the country and it was a challenging task for the government to launch such a heavy financial programme for the first time in the history which was never done before annual report (2008-2009 bisp.pk). The skill development programme includes dress making, beautician handicrafts, embroidery and computer and painting courses. Such initiatives proved to play an important role in alleviation of poverty in the country (Baloch et al, 2016). However, the process of achieving this goal is quite slow, it is mostly due to poor management and insufficient budget disbursed among women (Magsi, 2014; Baloch and Aziz, 2016). In addition, since the initiations of the BISP, it has employed thousands of people formally and informally (BISP 2010, 2011).

The present study has been conducted to understand the impacts of BISP’s beautician and dressmaking project improving women’s skills and socio-economic condition in Quetta district, Balochistan. The study highlights the importance of the BISP for the poor people. This study intends to enhance the knowledge of policymakers, development planners, practitioners, academics and general readers.

2. Methods of data collection and analysis

This is a descriptive type of research. BISP has intervened the women based on Poverty Scorecard with the support of Society for Community Development (SCD), BISP has trained 600women on beautician and dress-making (SCD, 2016). We took a list of beneficiaries and applied the simple random sampling technique. The sampled population of this research consisted of 200 beneficiaries of the Benazir Income Support (BISP), in Quetta, Balochistan. With the help of the support of SCD in particular and BISP’s head office, we could approach women beneficiaries who attended the dress-making and beautician courses. The SCD invited the trained women where we filled out the questionnaire. Almost half of the women were approached at their home address. The quantitative data was analyzed through the Statistical Package for Social Sciences (SPSS), applying descriptive statistics such as, frequency distribution and percentages. Information gathered from key informants (SCD, and BISP officials) was narrated.

3. Study area

The Benazir Income Support Programme’s (BISP) head office including many such implementing partners (Government and Non-Government Organizations) based in Quetta District of Balochistan. Moreover, a great
number of beneficiaries also live in the district and manage to visit the concerned offices to receive their cash/stipend amount and resolved related matters.

4. Results

Overall, the results showed that 59% of women were illiterate and the highest majority 97% was married. The findings of the results showed that 68.5% of women attended beautician and 31.5% tailoring/dress-making courses (Table 3).

4.1 Respondents’ profile

The findings of the analysis reflected that 59% of women were illiterate in Quetta District. The highest majority (32%) had completed primary education (Table 1). Results reflected that 97% of beneficiaries were married while only few were divorced and widow (Table 1).

Table 1: Respondents’ profile

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illiterate</td>
<td>118</td>
<td>59</td>
</tr>
<tr>
<td>Primary</td>
<td>64</td>
<td>32</td>
</tr>
<tr>
<td>Metric</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Intermediate</td>
<td>3</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100</td>
</tr>
<tr>
<td><strong>Marital Status</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>194</td>
<td>97</td>
</tr>
<tr>
<td>Widow</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Field Survey, 2016

4.2 Source to access to BISP’s Vocational Training and stipend amount

Through BISP’s survey almost all women got the information on the overall programmes specially, Unconditional Cash Transfer UCT and Skill Development Programme. Later, neighbors and friends informed each other. Surprisingly, 71% of respondents shared the information through mobile phones.
Almost all women attended a six-month training on beautician and tailoring/dress-making. The results showed that 68.5% of women attended beautician and 31.5% tailoring/dress-making courses (Table 2).

Table 2: Types of training

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beautician</td>
<td>137</td>
<td>68.5</td>
</tr>
<tr>
<td>Tailoring/Dress making</td>
<td>63</td>
<td>31.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Field survey, 2016

Results depicted that more than 50% of women beneficiaries did not receive their monthly stipend regularly. However, 60% of women received the amount through Benazir Debit Card (BDC), 20% from the Government Post Office (GPO), and 20% of respondents received the cash with the receipt from the BISP’s regional office in Quetta, Balochistan (Table 4).

Table 3: Source through which beneficiaries availed stipend amount

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benazir Debit Card</td>
<td>120</td>
<td>60</td>
</tr>
<tr>
<td>Government Post Office (GPO)</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>BISP Regional Office</td>
<td>40</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Field Survey, 2016

4.3 BISP’s economic impacts
The findings showed that after completion of the trainings (beautician and tailoring/dress-making) 84.5% of beneficiaries have started small-scale business on their own, and 14.5% worked for the entrepreneurs (Table 4).

Table 4: BISP’s impacts in business sector

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal business</td>
<td>169</td>
<td>84.5</td>
</tr>
<tr>
<td>Worked for the entrepreneurs</td>
<td>31</td>
<td>15.5</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>100</td>
</tr>
</tbody>
</table>

Field Survey, 2016

4.4 BISP’s impacts on assets
The finding of the analysis showed that 64% of respondents purchased washing machines, 13.5% managed to buy Auto Rickshaw, 7.5% fridge and 2% of respondents. All these investments were made on installment basis.
Table 5: Investments made through BISP’s beautician and dress-making courses

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washing machine</td>
<td>128</td>
<td>64.0</td>
</tr>
<tr>
<td>Auto rickshaw</td>
<td>26</td>
<td>13.0</td>
</tr>
<tr>
<td>Fridge</td>
<td>15</td>
<td>7.5</td>
</tr>
<tr>
<td>Tailoring machine and established beautician shops at household level</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Field Survey, 2016

4.5 BISP’s impacts on the education of beneficiaries’ children

The BISP’s impacts in the education sector seemed to appear significant. Prior to attend the trainings (beautician and dress-making) parents could not pay their school fee due to poverty. The findings reflected 81% of parents paid the school fee, 14% purchased stationery, and 4.5% managed tuition classes, in the evening.

Table 6: BISP’s impacts on children’s education

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>School fee</td>
<td>163</td>
<td>81.5</td>
</tr>
<tr>
<td>Purchasing Stationery item</td>
<td>28</td>
<td>14.0</td>
</tr>
<tr>
<td>Tuition fee</td>
<td>9</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Field survey, 2016

4.6 BISP’s impacts on the nutrition

The finding indicates that 88% of the respondents fulfilled their basic needs from the training they availed and started the business through training 12% of the respondents were not in the position to fulfillment the basic needs of home and its self from the training availed. Thus the majority of the respondents of the BISP vocational training were fulfilling their basic needs from the support of training.
4.7 Women satisfaction with the vocational trainings and stipend received

The result showed that 81% of the respondents did not face any sort of difficulty while receiving the cash; whereas the 19% of them faced some problems regarding the stipend amount receiving, because majority of the respondents did not get the stipend amount regularly.

8. Discussion

The vision of Benazir Income Support Program is “Eradication of poverty and elevating the status of marginalized and under privileged sections of society, especially women, through establishment of comprehensive Social Protection Net, and the mission of BISP is “Dedicated to fight poverty by employing multiple social protection instruments designed to bring a sustainable positive change in the lives of persistently excluded and deprived families” (http://bisp.gov.pk/vision-mission/http). The findings of the analysis showed that 68.5% of the women availed the beautician training and 31.5% on the tailoring/dress making.

8.1 Beautician

Women attended six-month training on beautician, under the supervision of experts. The beautician course entailed with safety measures included the casual makeup, bridal makeup, facial & skin treatments, massage & hair styling techniques, manicure and pedicure. Enthusiastic and committed women significantly improved their skills and adopted new ideas. After the completion course, BISP provided to every women with a kit. The highest majority of
beneficiaries started working at their homes, a few worked for entrepreneurs. As a result, their income improved arithmetically. Overall, the findings showed that beneficiary households’ income increased more than 100%. On average women earned almost PKRs1,000, per day. A few women worked for parlor shops. They earned doubled amount. Comparatively, women engaged as beautician earned better income trailers. It happened because trailering business seemed to have been more time-consuming. On the other hand, beautician business proved to be better than dress-making. Due to this training the beneficiaries have approved their daily income and improve the living standards, improve the food status, nutrition status, children education and health necessities.

8.2 Dress Making
The beneficiaries of the Benazir Income Support Program learned dress-making and designing course in six months from the affiliated institutes of BISP. Almost all were engaged in small-scale business at household level in particular, and a few worked for the entrepreneurs. Such measures significantly improved the socio-economic condition of the beneficiary households. Women contributed in household expenses, health, and education and also purchased assets such as, auto-rickshaw, washing machine and trailing machine. The crux of the findings depicted that skills and socio-economic conditions of significantly improved in the Quetta, District of Balochistan.

9. Conclusion and recommendations
The crux of the results revealed that the BISP has played a significant role not only in women’s skill development, but it also improved the annual income and savings. After completion of the BISP’s six months courses, women have initiated dress-making (31.5) and opened beauty parlor shops (68.5), at household level. More than half of beneficiaries enrolled their children in schools, purchased necessary school stationary and paid for the medications themselves. Moreover, a few women managed to buy auto-rickshaw, washing machine and fridge, all on installment basis. Such measures played a great role in the uplifting of poor and poorest families.

We recommend the BISP to train more women on beautician and dress-making in particular. There is an emerging need to conduct a survey on the potential and needs of the women. There is a great need to disburse the stipend amount through Benazir Debit Card, on monthly bases.
References


BISP, (2014). First impact evolution report, in all four provinces (Balochistan, Punjab, Sindh and KPK), Pakistan.

BISP, (2016). Beneficiaries’ data collection, from regional office and training provider Society for Community Development (SCD), Quetta, Balochistan, Pakistan.


Website:


http://www.bisp.gov.pk
Nawabzada Nasrullah Khan as A Dynamic Leadership in Pakistan And National Politics of Balochistan

Khalida Parveen¹ & Dr Naheed Anjum Chishti²

Abstract

This article sheds light on the overall a dynamic leadership Nawabzada Nasrullah Khan role for the restoration of democracy in the history of Pakistan with a major focus of the national politics of Balochistan consequences of the decision by the Platform of Opposition Political parties and policies of all the regimes. It is further mentioned here that dictators come into power with the announcement of the suspension of existing constitution and political activities. They launch the program of reforms to strengthen themseves. The political parties are the most organized and institutionalized agents of oppositions in any society. Political parties challenge the rule of dictators and formulated different alliances which, led by Nawab Zada Nasrullah Khan like Awami League, Jug to Front, NDF, PDP, COP, PDR, DAC, UDF, PNA, and MRD & ARD. This study helps us to recognize the struggle for the restoration of democracy than the role of opposition parties, particularly and Balochistan National Politics against the dictatorship as well as civilian.

Key words: Leadership, Politics, Democracy and Balochistan politics

Introduction

After the death of Jinnah, Liaquat Ali became the first prime minister of Pakistan and controlled the different bodies and legitimizes bureaucrats, the rule of civil-military of Pakistan and the role of political leadership which had created a root in the system due to their vested interests. In 1918 Nawabzada Nasrullah Khan was born at Khangar, he completed his education from the Lahore Aitchison College. When he completed his education, Nawabzada

¹ MPhil Research Scholar, Department of Political Science University of Balochistan, Quetta
² Dena, Faculty of Social Sciences, University of Balochistan, Quetta
joined newspaper daily Azad as an editor for some time. In 1933, he joined politics and till the creation of Pakistan he joined Majlis-I-Ihrar and it was a revolutionary group. He attended resolution, which held on 23 March 1940 in Lahore. However, after the creation of Pakistan, he joined the Muslim League. But within a short period, he joined Jinnah League then Jinnah Awami League. In 1958, When Ayub imposed Martial law with the collaboration of political parties formed an alliance against Ayoub named of it as a Pakistan Jamhuri Party(PDM). During Nizame-Mustafa Tehreek he frames an alliance NAP then MRD and ARD against Musharraf before dying.

**Methodology**

The effective process of democratization by a personality like Nawabzada Nasrullah Khan will be concretized as a fact through historical account of this qualitative research. Basically analytical, descriptive and narrative method will be used in this study. According to the latest Principles of research, concrete and considerable facts and figure will be in corporate through print and electronic media. It will make the account historical and contemporary, to peep into public sources of the other political personality’s biographical works and political History of Pakistan included developed questionnaires for interview.

**Hypothesis**

This study will evaluate the effects of structural constraint, developed through social, political and religious factors, in determining the course of Pakistanis politics. The level of democratization is being put in to query by getting in to the process of politics, which had a share of efforts of the political personalities.

**Literature Review**

Azad (2003) discussed Nawabzada Nasrullah being a principled politician has earned his reputation in the Pakistani politics. He was appraised by all the leading political figures in Pakistan for his struggle of restoration of democracy. He believed that pure parliamentary structure of government can only be made possible when there is less involvement of the military. He believed in fair and corruption free politics as he was himself a great example of his school of thoughts. National assembly of Pakistan paid him a great tribute for his phenomenal work after his death. He was awarded with the title of Baba e Jamhoriyat.

Alam (2011) argued that the dictatorship of General Zia and started a strong alliance which named Movement for the Restoration of Democracy. This movement played a critical role in the restoration of constitution of 1973 which
was earlier suspended by General Zia ul Haq. This movement was backed up with the leading parties at that time mainly Pakistan People’s Party. This movement became a huge threat to the military rule of Gen Zia and was succeeded after the death of Gen Zia in a crash. Mushtaq (2013) said Nawabzada Nasrullah was the first head of the second biggest movement of Pakistan for restoration of democracy. It was formed in the late 2000 with the support of two of the strongest parties of the nation PPP and PML N. It was basically an alliance between the parties and it was called alliance for the restoration of democracy commonly known as the ARD. Nawabzada worked hard for this alliance before his death in 2003 and he was successful in making the leading parties stand together for the one sole purpose of restoration of democracy.

Choudhury, G. W. (2011) argued Pakistan was conceived as a parliamentary democracy upon the federal structure of Westminster. However, democracy could not take a real shape in the sixty years of history of Pakistan. The decade of 1950’s was an army rule of Ayub khan after the constitution of 1962 a free elections were performed and democratic struggle of democracy was started in Pakistan. Since that time different military regimes were followed by the democratic governments. Democracy however could not be developed in the true form in 60 years of Pakistani history. Democracy is a challenge as well as an opportunity in Pakistan.

**Objectives of Research**

- This system will be a source to determine the role of politicians to promote effective democratization.
- This system will be an archive and source of knowledge.
- Personality-centered study will manifest likely impact of context to provide a partial sense of judgment of the politics of Pakistan.

**Significance of the Study**

The present study is about Nawabzada Nasrullah Khan diversified political role in Pakistan’s politics. He has rendered remarkable services in the restoration of democracy by establishing valuable trends and critical situation of Pakistan by challenging the authoritarian dictatorial elements. His contribution in politics has always been supportive and result-oriented not only for his political party, but also in the political and democratic system of Pakistan. (Jamil, 2016)

There are two significant variables to be tested to find out the fact by applying systematic research methodology and research tools. One is the development of effective processes of democratization and the second is sincere politicians.
The researcher will make endeavors to seek the link between these two significant variables. The efforts will be made to find out rather politicians support effective process of democratization in Pakistan. The Pakistani political system is wavering between democracy and authoritarianism. This study will evaluate instrument which will develop or decline of the democracy. In Pakistan, there is a need of political development for the progress of democracy. Research can provide a direction that democratic process may be helpful to improve the process of democratization in Pakistan. This research will provide the guidance to the policy maker, politician and policy executors amend and upend the political system of Pakistan in the right direction.

At the time of emergence of Pakistan, he joined Majlis I Ihrar. After the creation of Pakistan, he became the member of Muslim League however, after death of Quaid-I-Azam within the party differences he left the Muslim League and joined Awami Muslim League. (Chaudhary, 2016)

From the platform of Muslim League, he started his politics and for the first time in 1950, he was elected Provincial Assembly from Khangarh, He joined Jinnah Awami League. The provincial election was conducted in 1954 (in East Pakistan) and a new alliance has been framed with the name of Jugto Fronti. That alliance was against the Muslim League. Now the first constitution was passed by the legislative Assembly which was implemented on 8th January 1956 through this constitution Sikandar Mirza declared as President, but from time to time prime minister’s changed at last Mirza imposed martial law.

When General Ayoub Khan imposed martial law, he believes the parliamentary democracy had failed due to foremost need: political stability and national unity. The first step of Ayub was to keep aware politician from public life and ban whole political parties. In this regard Nawabzada declared the Ayub marital illegal wrong and against the democracy and it is negative sign. He further declared this action not only against the constitution, but also totally wrong step and against the morality of democracy. Ayub introduced the scheme of democracies which objectives to achieve civilized the military government. Nawabzada comments about this B.D system that system is not long term; this was only strengthening Ayub politically and lingers on this government. The prediction of Nawabzada a had proved, when it was declared among these constituencies the National and Provisional candidates choose Nawabzada said, how it can possible in the absence of political parties, the election conducted in the country, in 1962 after 3 years of military rule, martial law had been ended and second constitution had been adopted. During the Ayub regime Nawabzada was a first person who makes alliance by the name of National Democratic Front (NDF). This alliance had a representation of both wings. According to the Nawabzada that alliance demanded the abrogation of
Constitution 1962 and the Restoration of Parliament Democratic system in Pakistan. Those days Ayub operationalize political party act to break up opponents in this reaction the opposition leadership met at Karachi at Lakhum House on 28th February 1963 and openly criticized the government policies here from Balochistan represented Attaullah Mengal included Nawabzada present in this session. In this public meeting 138 politicians included Nawabzad arrested and put in Jail. Another alliance had been made by Nawabzada known as the, National Democratic Front (NDF) it renamed NDP, but it was failed due to government stress. (Hussian, 2006)

However, Nawabzada continuously struggled, during Ayub period decided to hold the presidential election in 1964. As regards five political parties formed alliance, Nawabzada was nominated as a President of Pakistan Awami League after the death of Surharwardi and Nawabzada represent two names for opposition presidential candidates known as Gen Azam and Mohterma Fatima Jinnah. Finally, on 19 September 1965 Miss Fatima Jinnah was announced as the COP’s candidate. At the end on 2nd January 1965 the election held, unfortunately Ayub wins the election through the rigging. As soon the EBDO Act was removed, consequently the politicians were released from jail after 10-months included Nawabzada. In 1967 a new alliance formulated Pakistan Democratic Movement (PDM).

It is discussed here that the two point’s agendas were unanimously settled by the plate form of PDM. Another development in progress is to be made alliance with the name with the collaboration of 8th Political Parties that is known as Democratic Action Committee (DAC) led by Nawabzada Head of the said committee. Its responsibility to struggle for the removal of Ayub, but Ayub not ready to talk with the opposition leaders. Yahya succeeded, and second martial law was imposed on this country. In 1971, East Pakistan was come into being as Bangladesh, Yahya Khan resigned, and Zulfiqar Ali Bhutto came into power as civil martial law administrator.

In Balochistan NAP leaders arrested by the PPP’s government, Bhutto dismissed the NWFP and Balochistan Assemblies because he believed that these leaders were against Pakistan. Ghouses Bukhas Bazenjo, Attaullah Mangal and NAP president Khair Bukhsh Muri also arrested which were popular leaders of Balochistan. Nawabzada stated that the government continuously seven amendments which were changed the origin of the constitution. UDF celebrated black day on December 19, 1975. When the election date was announced by Bhutto government, UDF alliance converted into new alliance of Pakistan National Alliance (PNA). PPP had won the election. Opposition was quiet to react; it had charges of rigging denied by Bhutto. (Farman,2011)
Members of PNA elected to the National Assembly decided, they boycotted the elections and decided would not take up their oath. The PNA decided to resign from the National Assembly and started a protest against rigging election. In the 1981 a meeting was held by the Nawabzada Nasrullah Khan included other opposition political parties at Nusrat Bhutto home. Where only a few parties, like PPP, Tehrik-i-Istaqlal, Pakistan Democratic Party, Pakistan Labor Farmer Party JUI (F), Azad Jammu Kashmir Muslim Conference, National Democratic Party and Muslim League made an alliance MRD.

MRD launched in 1983 and this movement was against dictatorship and Nawabzada was a convener of MRD. This movement became successful in three of the four provinces of Pakistan. In Balochistan, though JUI (F) secured a good deal of support, but it failed to bring the masses for agitation because of the absence of religious slogans. In addition, the government developed relations with the tribe chief. Though, it does not mean this province did not take part in the movement for restoration of democracy. Of course, they participated in this movement, but it was not conferring to the moralities of MRD. (Inaytullah, 1997)

In 1984, issued a presidential ordinance 1984, to legitimize Zia position that a referendum would be held in less than three weeks. At least people accepted Zia as a president of Pakistan. The people of Pakistan had participated in the elections. According to Nawabzada the non-party less election was a means of institutionalizing Zia authoritarian rule. After seven years of military rule had come to end on December 1985, in order to ensure that the Zia Islamization program continues in this regard he made several changes in the 1973 constitution. On arrival of Benazir Bhutto in Pakistan on 1986, she demanded party base election and decided to contest future election by the platform of MRD collectively. Before this date Benazir and Nawabzada arrested and on the other side the Tehriq-e-Istaqlal Asghar Khan left the MRD. After dismissing government, Zia promised to hold elections within 90days. However, Zia died in an air crash, which occurred on August 17, 1988 along with 29 other army officers, and crew members, which was flying from Bahwalpur to Islamabad. After Haq’s death, the election won by the PPP and Benazir Bhutto became the Prime Minister of Pakistan. Nasrullah was elected Assembly, but never became the part of government, but Miss Bhutto during her second term in 1993 he accepted offer chairmanship of the Kashmir committee. (Khan, 2008)

In 1988 which Ghulam Ishaq Khan won the presidential election against Nawabzada. After that Benazir Ministry dissolved and new Prime Minister came i.e. Muhammad Nawaz Shareef from IJI. (Kamran, 2009)
During civilian rule (1988-1999) different government change till the imposing fourth martial law in 1999. Musharraf promised that general election will conducted in 2002 but Mushraff planned to hold referendum before election, but political parties opposed it and 15-parties formed alliance, called Alliance (ARD). Nawabzada became the Chairman of ARD, which decided ARD boycotted it because referendum not a constitutional. It violated the human basic rights when 80-years old Nawabzada Nasrullah Khan, the ARD’s president was arrested by the policeman. (Khan, 2009)

Nawabzada demanded that party-based election should be held without any delay. National Security Council should be an immediate dissolution demanded by ARD. All political parties were not agreeing with the steps taken by the Musharf because it was unconstitutional. In the opinion of Musharff, Nawaz Sharif and Benazir Governments were corrupt Governments. In 2003 ARD the main opposition Alliance lacked a strong appeal against the government. The absence of Benazir and Nawaz Sharif, the (PMLN) faced many sufferings. In 2003 Nawabzada death was a great tragedy for Pakistan.

Another important point was that religious alliance and ARD was not ready for compromise. A few prominent leaders of the political parties stated, one of them like Qazi Hussain Ahmad viewed that Nawabzada was a lighthouse for sincere political workers as, he had never compromised on building the Pakistan society on the principles of Islam, democracy, federalism and basic human rights. He worked hard throughout his life for the cause of democracy and protecting the rights of the poor (Lamb, 1997)

Conclusion

The towering personality would always be remembered an ideal of light in the history of Pakistan and his struggle for democracy would be on even after his life. Known for his Hukka, dark achkan and distinctive cap, he was against dictatorship, and for build-up democracy in Pakistan he faced many difficulties. He says that in Pakistan political system failed due to dictators and corrupt politician.

In 1969, he formulated his own party with the association of different political parties its named as ‘Pakistan Jamhuri Party’ and became its Vice President. After General Election 1970 he framed an alliance PNA with the collaboration of not only National Political party, but also received cooperation from the regional political parties from Balochistan and NWFP (KPK). This alliance supported for Balochistan cause. MRD formulated and Nawabzada Nasrullah Khan was a strong convener of this movement and during Mushraff period
again, he formulated another alliance formulated ARD against military dictatorship. He was doubtful of the managed democracy which introduced by the General Mushraff in 2002 election. In his last interview, which he gave before his death by saying dictatorship is "It's like a painting dictatorship as democracy. If a cock crows at midnight it does not mean it is morning."

References


Identifying Factors of Vulnerabilities to Natural Disasters: A Case of Malgagai Refugee Village Killasaifullah, Balochistan

Jamal-Uddin¹, Syed Ainuddin², Dr Ghulam Murtaza³ & Shabana Faiz⁴

Abstract

Disaster is the combination of vulnerability and hazard. Pakistan is affected by a number of natural and manmade disasters in the recent past. The main objective of this paper is to identify the factors of vulnerability to natural disasters of the study area. Data was collected through questionnaire survey among 400 households using sample random sampling. Results revealed that, there are many factors contributing to vulnerability but the physical location, poverty, illiteracy rate and the lack of institutional role are the main factors that make the village extremely vulnerable to natural disasters. The results further identified that the village is in a river channel making it vulnerable to flash floods. The structural measures taken are not enough to protect the community for future flooding. The construction of the houses needs to be revisited so that the community is protected in future disasters events. The study further recommends the necessary disaster risk reduction strategies to lessen the overall risk of the community for disaster resilience.

Keywords: Vulnerability factors, Refugee, Disaster, Killasaifullah, Balochistan

1. Introduction

Disaster is the combination of hazard and vulnerability. The adverse events of natural disasters are always resulting from geological and environmental process that overcome local response and distress the social and economic

¹ MPhil Scholar: Department of Disaster Management and Development Studies, University of Balochistan Quetta. (Corresponding author) email: jamalkakar333@gmail.com
² Associate Professors Chairperson, Department of Disaster Management and Development Studies, University of Balochistan, Quetta email: ainuddin.syed77@gmail.com
³ Assistant Professor, Department of Disaster Management and Development Studies, University of Balochistan, Quetta
⁴ Chairperson, Pakistan Studies Center, SBK Women’s University, Balochistan, Quetta.
development of the affected community. Creeping disasters such as drought, famine, environmental degradation, desertification, and deforestation are the result of unlikeable weather situation together with poor land use (Sena and Michael, 2006). Rapid disasters like earthquakes, tsunami, floods landslide etc are the cause of geological and earth process. From recent past it has been observed that, natural disasters affected the economies, populations, infrastructures, and environments of various countries around the globe (Turner, 2003).

Rapid increasing trend of natural disasters and environmental variations are the cause of vulnerable communities prone to potential hazards, and communities become socially, economically and physically vulnerable (Cutter, 2003). Urbanization and vulnerable physical location play a vital rule in the growing trend of disasters. It is important to understand the disaster management activities prior to occurring a disaster, that guides the humanitarian response following disasters (Gallopin, 2006). Those communities are more vulnerable which is prone to natural hazard like drought, flood, tsunami, earthquake, landslides and many manmade disasters. These disasters contain deep impacts on environments and human wellbeing. The rapid increasing trend of urbanization and climate change are increasing risks and vulnerabilities around the globe (Ainuddin.S; 2012).

The impacts of natural disaster have been observed in the recent past and affected the populations, economies and infrastructures around the globe. Like Tsunami of 2004, Kashmir earthquake of 2005, Nepal earthquake of 2015, Tsunami of 2016 etc, Balochistan is highly prone to natural disasters and regularly hit by floods, droughts, earthquakes and other major events. These disasters have major impacts on communities, particularly socio-economic status is highly affected of population and often create severe problems in the attainment of sustainable economic and social development. Furthermore, impacts from disasters are not regularly dispersed within a population and tend to excessively affect the poorest and most marginalized groups. The study area is particularly prone to flood, drought and health hazard. Therefore, to identify vulnerability factors to natural disasters is the essential part of the development at grass root level, national level, regional level and international level for the policies related to disaster preparedness and hazard preparation.

1.1 Vulnerability

The idea of vulnerability has been derived mostly from social sciences addressing environmental hazard and risks. The common use of the word vulnerability mention to the capacity to be incapacitate, means, the level to which a phenomenon is likely to occurrence destruction due
to exposure to a hazard (Turner et al, 2003). The concept of vulnerability is particularly used in geography and environmental sciences in the context of natural hazards research, but now a days it is becoming a part of other field studies as ecology, poverty, development, public health, adaptation and secure livelihood (Ainuddin.S, 2013).

Vulnerability is commonly used in thought of disasters (Liverman, D.M., 1990). The Red Crescent and Red Cross federation of international societies define vulnerability as, the diminished capacity of a group or an individual to cope, anticipate with oppose the crash of a man made or natural hazard. Many researchers have defined vulnerability through various definitions; this paper illustrates vulnerability as, the phenomenon or situation which makes the environment or community vulnerable to impacts of any hazardous or disastrous condition vulnerability has been regularly used in disaster and risk arena particularly used for disaster risk reduction (Cutter, 1996). Many researchers have identified many designs and conceptual frameworks for vulnerability, but its assessment is rare in research (Leon and Villagran, 2006).

In the current situation the paper tries to identify the core causes and contributing factors to vulnerability in disaster scenario, for disaster risk reduction strategies and for sustainable development of the communities to respond to a hazard. In the context of environmental hazard, vulnerability geographically varies from place to place, time to time and among different social groups depending on their socio-economic status. Usually talking, vulnerability to ecological hazard means the potential for loss. In disaster arena, vulnerability has different directions depending on research perspective and attitude (Dow, 1992).

The community’s level of vulnerability can be determined by social, physical, economical and institutional factors. These four main components are regularly discussed in literature. Every component has a significant role in vulnerability and links to each other. Thus, a community capacity to recover from losses after a disastrous event completely depends on these four components, particularly social component is the major component of it. Therefore, social component is widely focused in this study. As a result, these factors will prevent a population capacity to recover from disaster loss. It is clearly identified in research community that, poverty is a key contributor to vulnerability. Poor communities are less likely to have the resources to cope when a hazard strikes.
2. Study Area and Methodology

2.1 Study Area

An Afghan refugee camp is selected as a study area, situated in sub-district Muslimbagh Kilasaifullah. The study area was highly affected by various natural disasters like drought, flood and health hazard. On the basis of secondary information the total area of district Killasaifullah is 6,831 Square kilometres and is situated at (“67°17'37"- 69°22'54" East longitude, and 30°30'35"- 31°37'10" North latitudes (Planning and Development, Department Balochistan, 2011). The total population of the village is consisting on more than 10000 individuals.

Figure 1: Study Area Map

2.2 Data Collection Tools and Methods

The objective of the paper achieved through primary and secondary data sources, primary data was collected through questionnaire survey among 400 sample respondents, and secondary data was collected from United Nation Higher Commission for Refugees (UNHCR), Killasaifullah district profile and provincial disaster management authority (PDMA). In the village there were more than 1000 households. House hold was the target group of the study and Sample size was selected on the basis of Arkin and Colton formula (1963) given as.
During field survey all the questionnaire were filled by male respondents and there were no women in sample respondents due to customary values of the society. Mostly head of the household filled questionnaire. Frequency distribution was used for data analysis to identifying the factors of vulnerability to natural disasters. Data was analyzed through SPSS using both quantitative and qualitative methods along with Geographical Information System (GIS) for study area mapping. The study particularly identified the factors of vulnerabilities to natural disasters.

3. Results and Discussions

3.1 Factors Contributing to Vulnerability

Generally, in disaster literature community there are many factors that contribute to vulnerability but some of the major factors which directly influence vulnerability, particularly in social science. These factors consist of, lack of ideologies, resources, knowledge, information and technology, lack of political struggle’s, political will, limited access to social network, social capital, customs and beliefs, age, physical disabilities, physical location and density of infrastructures (Cutter, 2001; and Blaikie et al, 1994). Some other human factors also increase the vulnerability of the communities, intern of manmade disasters including deforestation, terrorism and inappropriate precautions etc (Cutter, 2003). In this study both the factors are addressed on the basis of prior studies, some of them are natural and some of them are human contributing factors.

Different researchers arise different questions in the selection of specific factors/variables contributing to vulnerability on the basis of their significance.
to represent the broader concepts clearly identifying vulnerability (Cutter, 2003). In prior research studies those factors are widely focused which directly influence the social vulnerability, cuter social vulnerability index is the major contribution to the research community. Generally, vulnerability can be divided into three main directions, firstly Physical/material conditions is the Initial condition of vulnerability including well-being, strength, resilience financial resource, Weak infrastructure etc. Constitutional/organizational condition is the second condition of vulnerability consist of lack of limited access to political power, lack of leadership, representative, lack of organizational structure and Lack of poorly resourced national and local institutions, Unequal participation in community affairs Inadequate skills and educational background, weak and non-existent social support networks and limited access to outside world. The last journal condition of the vulnerability is the Motivational/attitudinal condition which consists of rights, obligations, lack of awareness of development issues, certain cultural beliefs, fatalistic approach and Heavy dependence on external support are the key journal contributing factors of vulnerability (Adger, 2000, Cutter, 2003, and turner, 2003). Some of the specific factors which exist in the study area are focused as below in table.

<table>
<thead>
<tr>
<th>S.N</th>
<th>Components</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Personal wealth</td>
<td>The capacity to absorb victims and increase resilience to disaster impact, economy enables communities to take up and get well rapidly from losses due to entitlements programs, insurance, and social safety Cutter, Mitchell, and Scott (2000).</td>
</tr>
<tr>
<td>2</td>
<td>Gender</td>
<td>In the community women is the more vulnerable group as compared to men, women have more difficulties during and after a disaster than men due to sector-specific, and children care responsibilities. Blaikie et al. (1994).</td>
</tr>
<tr>
<td>4</td>
<td>Age</td>
<td>Age wise two demographic groups are more vulnerable, people below fifteen years of age and people above sixty years of age. Parents drop time and assets caring for kids when daycare services are precious; aged people might have mobility constraints and cares, during disaster to evacuate both groups is the main issue for the community Cutter (2000).</td>
</tr>
<tr>
<td>5</td>
<td>Family structures</td>
<td>Families with large number of dependents on a single house head often have limited finance to outsource; such families are more vulnerable during recovery phase. Blaikai et al (1994).</td>
</tr>
<tr>
<td>6</td>
<td>Education</td>
<td>Education is associated to socioeconomic condition with higher educational ability resulting in better lifetime revenue. Higher the education is the greater understanding in disaster management activities, Adger, (2006).</td>
</tr>
<tr>
<td>---</td>
<td>------------</td>
<td>---</td>
</tr>
<tr>
<td>7</td>
<td>Social dependence/disability</td>
<td>Those people who are completely needy on social services or dependent on others due to low socio-economic profile or due to their disabilities, Such group is the most vulnerable group during disaster. Cutter, (2003).</td>
</tr>
<tr>
<td>8</td>
<td>Rural/Urban</td>
<td>Comparatively rural residents are more vulnerable as compare to urban residents due to low economy, low educational level, inaccessibility to disaster information like early warning etc and dependency on limited local resources, Cutter and Mitchill (2000)</td>
</tr>
<tr>
<td>9</td>
<td>Physical location</td>
<td>Physically vulnerable location makes communities more vulnerable prone to natural hazards on accounts of their unique geographical location. Cutter (2003)</td>
</tr>
<tr>
<td>10</td>
<td>Role of institutions</td>
<td>The role of Institutions is very significant in disaster management activities it can play a vital role through better policies and strategies. Those communities are more vulnerable where institutions have no role, like the lack of awareness and preparedness at community level or local level. Turner (2003)</td>
</tr>
</tbody>
</table>
Figure (3.1) Results of vulnerability contributing factors

In the study area, illiteracy rate is the highest contributing factor to vulnerability, as researchers identified that, the education has a significant role in disaster management activities, higher the education level is better understanding with prior and post disaster activities, Lower the educational level of the community attracts the community towards vulnerability, as result identifies that, 84% of the total population are illiterate in the study area, such factor contributes huge contribution in vulnerability which is a negative sign for the community. The poverty is the 2nd highest contributing factor to vulnerability in the study area. In disasters personal wealth is an important factor that identifies the community vulnerability or resiliency in term of wealth and is calculated on the basis of per capita income, it identifies that, how many people are lying below or above poverty line. The result identifies that 3rd of 4th part of population are lying below poverty line, as in figure 2. This is a risky sign for
the community to quickly absorbs and recover from losses. From the past disasters events it has been observed that, the two demographic groups are most affected by disasters, people below 15 years of age and people above 60 years of age, as Results identifies that, almost half of the population is below fifteen years of age which is a negative sign for the community to evacuate such a huge population during disaster.

The second demographic group is slightly low vulnerable as only 3% of the population is above 60 years of age which is a satisfactory sign for the community. As well as occupation is focused with an important dimension for the vulnerability. The occupations play an important role to contribute resiliency or vulnerability. In the study area occupation is categorized by different categories but the daily wages occupation was the source of people earning. Those People who were heavily dependent on this occupation, might experience greater impacts from natural disasters and face slower recovery from disastrous events. As almost half of the population were dependent on daily wages occupation.

The structures and physical location of housing is an important component of vulnerability. The poor construction of housings contributes huge participation in vulnerability, as well as physical location also increase vulnerability. The study area was physically located in a river channel which makes the village extremely vulnerable to flood, as more than half of the houses of the study area were built in the river channel such river channel was prone to flash flood and due to such factor; the village was severely affected many times in earlier disaster events. Race is another factor which contributes to vulnerability; particularly it creates a social vulnerability in term of gender, religion, customs and colour etc. the lack of resources is playing an important role in such factor. The study area is vulnerable in term of gender as all the head of the households were male and women were not accessible to power and resources, gender inequality make communities more socially vulnerable. The last vulnerability factor is the cultural beliefs and fatalistic approach of the people, as in the study area natural disasters were considered to be acts of God and taken as if there is nothing human beings could do to stop hazards from turning into disasters.

4. Conclusion

This study attempted to identify vulnerability factors based on prior studies focusing on natural hazards and risks with a detailed analytical method measuring the components in the form of sample percentages through frequency distribution. The vulnerability contributing factors are selected on the basis of prior knowledge and research presented by different researchers related
to natural hazard and their potentials. The selected factors are purely having existence in the study area, based on socioeconomic data gathered during field observation and questionnaire survey about various components of community vulnerability. In general, three main broader conditions identified contributing to vulnerability, physical/material condition, Constitutional/organizational condition, and motivational/attitudinal condition. Further these three conditions have sub factors including poverty, illiteracy rate, occupation status, physical location, infrastructures, age wise categorized population and people disabilities etc are those factors which directly contribute to vulnerability depending on their significance. Poverty, illiteracy rate, population below 15 years of age, baggy housing structures, physical vulnerable condition, daily wages occupation and the lack of awareness and preparedness at community level are the major contributing vulnerability factors in the study area. The study recommends the required improvements in economic sector, through diversified source of income to reduce the overall poverty level of the community that reduce the peoples vulnerability to a better extent in the long run; the education sector much needed attention on prior basis by rising the preparedness and awareness of community about their vulnerable situation and respond to a hazard. Implementing of risk lessening measures and carry out essential changes with disaster risk management activities is extremely fundamental to lessen the overall vulnerabilities of the study area prone to natural hazards.

References


Clark; (2000), Assessing Vulnerability to Global Environmental Risks, Belfer Center for Science and International Affairs, Cambridge, MA.


SARDAR SYSTEM
(A case Study of Political Organization in Baloch Tribes)

Dr. Ghulam Nabi Sajid Buzdar¹ & Dr. Sajida Naureen²

Abstract
The main theme of this study is to explore the social organization of Baloch tribes living in tribal areas of Balochistan and Punjab. This is a study to reconcile the deliberate falsification and distortion of basic historical and cultural truths by the state media about Baloch social and political organization and this study is an attempt to show a cultural picture of some historical, cultural, political and economic issues of Baloch people. Study will be focused on Baloch social institute and cultural norms of tribal life, its past and present as well. As we know that a Baloch tribe is consisted of various clans and sub tribes. There are so many families in a clan. This federation of clans/ sub tribes forms a tribe or Tamun. The chief or Sardar was elected mostly by the elders of the clans. This study will be focused on norms and selection or removal of tribal chief/ Sardar in very past.

Introduction
Before discussing the case we must be well informed that there was a popular tribal system before Sandeman reforms about Baloch Sardari system. At the time of partition of sub-continent the province of Balochistan was divided into four types of institutional areas. 1. Khanate Balochistan, consisting of Las Bela state, Kalat, Kharan and Mukran. 2. Tribal Areas which were centrally managed. 3. Leased Areas. 4. British Balochistan. We are going to discuss the organizational position of tribal areas.

There was a very popular tribal system in Baloch tribes which was controlled by a council of tribal elders. It is unknown and covered under thick layer of time that when human being felt and realized that he cannot survive without cooperation and help of others. In which circumstances he felt that he can be help-full for others and meanwhile others will support him in all difficulties of life. Men as social animal started living in groups from early Stone Age. Hunting and gathering society was the first human union. History tells us that

¹Assistant Professor Balochistan Study Centre, University of Balochistan. Quetta.
²Assistant Prof. IER, University of Balochistan, Quetta. snaureen2005@gmail.com
people from same families and clans were forced by the situation to live united and to save themselves from other savages groups/tribes. When these united clans got power they started to dominate other weak tribes. Meanwhile they felt the need of permanent leader/ ruler. Syed Sabat e Hussan says,

“The concept of sovereignty was first for God, the power living on unknown heights of heavens but after some years man became the representative of God and enjoyed the power of God as ruler” (1) (Hassan 1988)

Baloch migration from Central Asia to Balochistan and even onward during 3500 BC is not a myth but reality of history. In their ways to east they stayed near Caspian Sea for some time. Then Baloch 40 Bolaks came in Seistan in present Iran, Helmand (Afghanistan) and Chagai Plains of Pakistan. During 12 AD Baloch travelled through Makuran and finally reached Sibi and Kachhi plains. Thus Baloch are scattered among Iran, Afghanistan and Pakistan.

Jan Muhammad Dashti says “Every culture must have living ideas, some cardinal points to sustain and inspire its people. The Baloch values have always been centered as what they consider good or evil, judging by their own social standards. A true Baloch is expected to follow in individual and collective life the tribal code of conduct, which is readily obeyed by all, ostensibly without any protestation. Baloch has been resisting the cultural assault of the victorious and pre-dominant cultures of the region throughout the history against heavy odds making comparable to Jewish people in maintaining their culture and national identity preserved. He never easily accepted alien manners. Even after accepting Islam, they usually preferred their own way of life, and its customs always proved stronger than the laws of Islam. Social behavior of Baloch is almost the same as was in the primitive days. The perception of good and evil had not been changed. The values of Lajj O Mayaar, Mehr, honesty, bravery, protection of Bahot, social concepts regarding, Hawaachk, Bijjaar, Shigaan, revenge, Medh o Maraka and adultery have been retained.” (2) (Dashti 2007)

The Baloch Sardari system in other wards the tribal system is hold by three pillars.

1. **Its Customs:** The cultural norms which mean the rule of tribal law or code of conduct. The values of Lajj O Mayaar, Mehr, honesty, bravery, protection of Bahot, social concepts regarding, Hawaachk, Bijjaar, Shigaan, revenge, Medh o Maraka and adultery have been retained.

2. **Sardar:** Sardar is political leader and even the C in C of tribal lashkar.

3. **Mukhadam/wadera:** The elder of each clan/sub-tribe and almost respected families.
Sardar: Sadrar is most important figure of tribal system. All his tribe’s men expect bravery, generosity and honesty from his sardar. Sardar must follow the code conducts of his tribe. This is called Rasam o Rawaajj. Sardar is most respectable figure of Baloch society and even it is belief of tribal people that Sardar has spiritual power, equal to seven saints (Walee). A famous Baloch poet of 18th Century Ghulam Muhammad Chegaa buzdar says,

*Aan marhad k rajjani sar ant*
*Loagh khaanrh nish aafee wahant*
*Ammar pazaan pesh mer ant*
*Nafsaan kate ee khunjur ant*

*Fezaa hazaar goomish girant. (3). (Buzdar 1968)*

Meanings: Those who are chief of tribes, there home/houses are like flowing spring in mountains. They use sword for ego and die before the death under weight of responsibilities. Thousands of people do get benefit from these noble people.

Sardar has the power of PM, President, Chief Justice, and Army chief. Sardar is responsible to resolve tribal issues with consultation of Jerga.

Sardar have to lead the tribal lashkar whenever there is any clash with other tribe. In Sardary system there is an informal assembly of tribe’s elders which is headed by Sardar. There will be one elder as member of this council from each clan or almost respected family. Before Sandman reforms the elders council was authorized to remove and change the Sardar of tribe, but later on the economic position and political power given by corrupt state made this position so power full that this is not possible now a day. The council of elders can also change some customs which are outdated and have no more importance in tribal people’s life, with final approval of Sardar.

Jerga: Jerga consist of some most important and vice members of elders council. These members have to act like honorable judges of Supreme Court. These members of Jerga also are the Corps Commander of tribal Army.

In Baloch tribal system every men knows that this is village and home land which belong to his tribe and there is a tribal chief with council of elders supported by all tribe men to help him, if he faces some difficulties in life. He is not alone. On other hand he also knows his responsibilities toward the society. I do remember that my late mother often used to say that sons
are property of entire tribe. That is why the whole tribe celebrates the birth of a son. During the Khanate rule of Kalat ever Baloch tribe was an independent unit of Kalat state. Sardar with help and assistance of council of elders from each village and clan were responsible to resolve all problems with in the tribe according to custom and code of conducts of Baloch tribe. Sardar was bounded to obey Khan of Kalat. Only the death sentences cases were sent to Khan for approval.

British Balochistan and Sandeman system: during the 18th century the 50 years of Baloch resistance against British invade. Marri Baloch were special threat for their communication root. Sandeman was a clever ruler working as AGG, thoroughly studied the Baloch psychology and reached on point that Baloch may be treated with kind and special tact’s. He knew that Baloch Sardars of Jhalawan are not easy with khan kalat. Muhammad Sardar khan Baloch says in his book the Baloch race,

“every Baloch is a permanent threat for another Baloch”

“Baloch vengeance is always in his heart, jealousy and pride in his looks, death in his hand, blood and revenge always hummer in his head. As such for a Baloch to seek help from a Baloch would mean to expect milk from a dry cow. Never the less, he is always kind benevolent, generous, hospitable, sympathetic, sincere, honest and tolerant to entire mankind. As all water in sea can never turn swan’s black leg to white, so all the virtues of Baloch will not soften, surrender, or subdue his heart for the good of his own blood.” (4) (Baloch, 1981)

The same was known by the British ruler Sandmen. He tactfully favoured the Baloch Sardar and finally he forced Khan Kalat to sign the ever famous treaty called Mastung treaty 1879. Baloch sardar were now completely independent within their tribes. As a result of that treaty sardars got some advantage of power and also British regime put some responsibilities on their shoulder.

1. Sardar will be the supreme ruler of his own tribe.

2. All development will be made with consultancy and agreement of Sardar.

3. The levees force will be established in each tribe and all government servants will under command of Sardar, British government will pay their salaries accordingly.

4. The authority of appointment, Pay fixation and even removal of all government servants will be in hand of Sardar.
5. The Political Agent of British government will be bound for consultancy of Sardar for administrative and development means.
6. Sardar were given large agriculture land to meet their necessities.
7. The sub-tribe elders (Mukhadam) will be given stipend/ salary if sardar appoints them as assistant for administrative duties.

Responsibilities
1. All Sardar will remain faithful with British regime.
2. Every Sardar will ensure that his tribes’ men will not act against British Government.
3. Every Sardar will be responsible for ensuring complete peace with in his area.
4. Whenever British regime needs the help in form of manpower, all Baloch Sardar will come forward to help the government with their tribal lashkar.
5. Whenever the agent to British government feels that sardar is no more loyal with British regime, he was replaced by other powerful wadera of the same tribe.

The Source of income
During the British rule the Baloch Sardar came more powerful and thus the sardari which was a political democratic position, changed into kingdom. The elder son if not psychologically ill will be the next Sardar of the tribe. Following are the economic sources for tribal chief.

1. The best agriculture land was reserved for Sardar.
2. The undivided land within territory of his tribal area was almost for sardar.
3. The sixth part of income of every working Baloch is reserved for Sardar.
4. As Baloch of tribal area are almost animal raiser so the 2.5% of animal (sheep and goats) were sent to sardar house.
5. Sometime the tribal men do robbery from nearby tribes. The lions share was reserved for sardar.
6. Whenever there is some immediate need and economic burden on Sardar, the ever popular custom Bejjari and phodhi is done to collect money for Sardars need.
Organization in Sardary System: the social organization of tribal people in sardari Nazaam is as under. (5) Mehmood-1979

The Baloch Rajj

All members of Baloch tribe are called Rajj. Every member considered himself as respectable as chief/ sardar of tribe. Before sandman reform the Baloch has a totally open life and living. They have very unique values and they believed to be equal. They felt freedom and fairness in all matters. In all kind of Balochi gathering everyone was free to take part. Whenever the tribe was facing social, political and economic problems every Baloch take part in debate at elders or Sardar’s home.

Jan Dashti says,

“The Baloch is deeply proud. There are instances in history that to boost the individual or tribal ego, he took or made Vows quite inconsistent with general practices. Killing of its own non-combatant women folk in order to avoid their being dishonored by enemy forces or binding themselves together to ensure that no combatants can run away from the battle in the face of advancing enemy, are glaring examples. (6) (Dashti, 2007)

Baloch being deeply proud consider himself equal respectable as like Sardar and Wedera. When there was a clash within Chakar e Azam and Beevareg, on killing of Shah Kattee, Beevarg never consider himself underneath then Chaakar.

He says,

Chaakar k Rajj e wazahen

Man dah bazon marhde neyaan. (7) (Marri, 1982)

Meanings: chaakar is the chief of Rind tribe it is ok, but I never think to be less the Chakar in respect and honor. A tribal Baloch has very less agriculture land. He depends on animal raising and live semi-nomadic life. Dr. Nek Buzdar gives the true picture of Baloch Rajj:

“People of tribal area are animal raiser. The tribal rangelands a traditional system of common property where affiliated institution of Sardari Sytem existed. Most of the tribesmen raised animal, mainly sheep and goats, for their subsistence needs. People have no modern mean of communication. Hall hawaal is the only mean of information among tribal people. People live in remote and difficult mountainous areas without any outside influences.
Absolutely 100% of tribal population was illiterate and could not speak any language other than a local dialect of Balochi. Generally, they could count only up to 20 (geest), and they knew that 5 twenties make a hundred (sad) and that ten sads make thousand (Hazar). (8) Nek buzdar-2008

2. Naqeeb or Darzadagh

These people are also part of Baloch tribal system. They are responsible of farming the land and growing grain for community. In Sindh they are called Haari. As we have discussed in above lines that Baloch are deeply proud and class conscious, so they consider this class inferior then common Baloch.

4. Domab / Lorri

Lorri is very important class of Baloch society. This class is closely concerned with chief and elder of clans. In past they were the news reporter and postman to invite people from faraway places on different tribal ceremonies. They are the musician and even singer of Baloch society. They were depended on the gift and economic help of Baloch Rajj. Baloch poet from Buzdar tribe Mr.Sead Khan says:

“Beyaa ao lorri Thathrokhen tai gon sheraanen wappaar.
Sar kane shahir Ghafoor aa meni gaal Tapao do cheyaar.” (9). (Saed- 2014)

Meaning: My dear lorri come on and serve me as you have along lasting dealing with poetry. Please take my few lines of latest poem/dastanagh and tell these line to poet Ghafoor.

More over lorries/ Doom are respected as people think that they moving advertises about some one character.

Lohaar: (Black Smith): This class is responsible for iron work. They make all working tool of farming and harvesting. The house hold cutlery is also made be these people. In past they used to make swords as well. Baloch consider them inferior and give them very least part of land income.

Darkaan: this class is equal to Lohaar, they make the all wooden tools of farming and also house hold items. 2.5 % of land income is given to him.

Marhetta: this class exists only in eastern Balochistan especially in Bugti, Mazaries and some where in Marri tribes. People think that they are Marhata of India and were brought here after any war as war slaves. They are also considered as lower cost of Baloch tribe.

Theeha: This class is also from the slaves families. These may be purchased by the rich people. They are considered as lower class in Baloch tribal society.
**Jatt (the Camel Man)**: This working class is also from lower cast. They look after the camels of Baloch Meer o Sardar. They earn their living hood by transportation of camels. The trade was made possible by these camel caravans from place to place.

**Conclusion**

The tribal sardari system is no more popular in modern age, but as there is no any other system of justice and rule in the country so people go through the fire to prove them self-innocent. Sardar resolves the issues among tribesmen with no time and without any court fee, thus people are tired from long process of state justice system.

Sardar has complete authorities within his tribe. People with poor economy and hopeless from state political system are not able to replace the Sardar if even he is dishonest. Somewhere like Makran and Koh e Suleman (Punjab areas) people has made personal efforts to weaken the cruel Sardari System.

The life standard of common people can never improve in Sardari sytem. Where ever the power of state has been used to replace the Sardar, it resulted into bloody clashes. It is a tested fact that tribal system is being fueled by “Clash”.
References


Buzdar, Momin, (1968). Kalam E Chega, Balochi Academy Quetta.

Baloch, Muhammad Sardar Khan, Literary History of Balochis vol 11, Balochi Academy Quetta.


Shair, Saed Khan buzdar,(2014). Ishtu Manaa Rooh aen firrarr, Sangat Academy Quetta.
Afghan’s Folk Perspectives in Kashmir During 1752 To 1819

Amar Jahangir¹ Dr. Mirwais Kasi²
Anbrin Khawaja¹ & Abdul Qadir²

Abstract

Kashmir, the fairy land, Heaven on earth, has a long history of different dynastical rules. It has been ruled by Hindu, Buddhist, and Muslim dynasties. Every dynasty has its own folk activities, which represents the identity of that dynasty. Culture is a way of living of the people of any community. The folk activities of Afghans and Kashmiris are based on folk drama, songs pathers and different others. The present study is an attempt to explore the folk perspective of Afghan rule over Kashmir during 1752 to 1819. History reveals that during this period, some folk ideas took place in the Kashmiri society. Folk Perspectives were justified under direct and indirect, material and non-material, historical sources, oral Tradition, folk literature, Bhand Pathers (traditional theaters of Kashmir), and folk drama (Raza Pather and Derza Pather) during Afghan’s Governance

This research is based on information obtained from secondary sources.

Key words: Kashmir, Afghan rule, and Folk Perspectives.

Afghan’s Folk Perspectives in Kashmir during 1752 To 1819

The 67 years, era of Afghan governance over Kashmir, initially laid down many impacts on society. Some of them recognized in folk tales, songs, lore, and pathers, etc., by establishing a perspectives, which latterly known as “folk perspectives of Afghans”. These perspectives are the main evidences of different historians on the basis of the availability in different forms which reconstruct a history of different living people in a particular geo-climatic setting. Historical evidences include entire range of sources, materials and their reviews, which enable a researcher to conduct much clarity to investigate the given material. It is also rightly pointed out by Bernard Bailyn that is inquiring mind of researchers who transforms the pieces of information into agreements and proofs by nothing their relevance (Bailyan, 1963).

The broader categorization of evidence is alongside the conventional and written evidence comprises on a vast mass of primary evidence in the form of

¹ Lectures, Institute of Kashmir Studies, University of Azad Jammu and Kashmir, Muzaffarabad.
² Department of IR, University of Balochistan, Quetta.
oral sources. Anything which throws light on the human past constitutes a source (George, 1901). H. B George in his comprehensive studies of historical evidence categories as under broader sub headings:

**Direct and Indirect**

Direct sources include all those sources which are conventional in nature, i.e. documents of all kinds ranging from state records to private letters. The indirect sources comprise on everything which throws incidental light on historical queries, as archaeological remains, myths and legends which possess none of the features of documentary evidence (George, 1901).

**Material and Non-material**

R. G. Collingwood, simply divides the historical evidence into two forms material and non-material categories. In the material category, his preferred sources are buildings, monuments, coins etc., while in the non-material category, he focuses upon mentions customs, institutes, religions doctrine, traditions, legends, folklore, myths, tales, songs, and pathers (Collingwood, 1946).

**Historical Sources**

In modern history, the researchers have developed a compressive categorization of all historical sources written, verbal, soundless and mixed. The sources comprises of functionally spoken evidence, folk literature (tales, songs, lore, stories, proverbs and tales), traditional narratives, and legends (Goldstein, 1976).

This discussion clears that alongside the document in the historical methodology, due weightage has been appended to non-conventional sources particularly as oral traditions.

**Oral Tradition**

The oral tradition explains the social structure, inter-relationships and the extant of conservatism or dynamism of a given society. It also reflects the beliefs of the people, their practices, attitudes, customs, ceremonies, and their aspirational values. It also provides the reflection over the peoples psyche, motivations and psychological responses to a particular social phenomenon (Hangloo, 2000).

The oral traditions, were neglected by historians sacrosanct and callously because it lacks both authorship and time of its birth. Oral tradition took birth by community and comes down from generation to generation, with some changes, in content, form and spirit. Collective in nature, it gives expression to the beliefs and practices of community life and truly represents its ethos.
As a part of literature, Henry James explains that the oral tradition is a living relationship between the narrator and the receiver, which has metaphorical immediacy, fiction, spontaneity, smile, and empathy. It is an impersonal document, which manifests any incident to the people, historian as well as the participants as they telling their own story. It is gathered from foreground to ground which is spoken by performers and is of the nature of social memory (Marwick, 2000).

The categorized contents of the oral tradition are rather large as they include myths, legends, folk tale, folk songs, jokes, charms, curses, proverbs, riddles, chants, abuses, taunts, superstitious, customs, attitudes, medicines and slangs.

In the context of Kashmir history and literature these states have always been ruthless and the apparatus of co-ersion and power was often used to muzzle even the genuine public grievances, due to cruel rule of Afghans and people look to non-traceable sources to express their emotions, feelings, and analysis about the bad governance and other irrationalities of the state craft (Goldstein, 1976). Another reason is illiteracy and ignorance were the marked for Kashmiris, oral traditions considered as served as a carrier of public opinion, wisdom and history.

Historical Script (Rajatrangni)

These evidences become abundantly fruitful in the societies where the history writing has been the major concern of elite sections of the society. In history of Kashmir, though the tradition of historical scripts dates back but formally in 12th century, when Kalhan wrote a book Rajtaragni, on the history of Kashmir. This effort focused on Kashmiri historical tradition until now has predominantly been those sections which enjoyed, power, authority and status but the major part of the history of common people remained undocumented. This lack of response strongly articulated by the oral tradition especially in folk literature, found in legends, tales, folk songs, riddles, folk plays. These conventional and non-conventional historical sources penetrating insights the characters of the society by expressing reliable clues and aspects of community, collective spirit and philosophy.

Folk Literature and Afghans

On the arrival of Afghan rule over Kashmir in 1752 A.D, the roots of alienation got further strengthened when Afghans applied the pressure with grievances and seek survival legitimacy. This conflict fueled by Afghan authority and regional forces, whenever Afghan subedhars finding the week central authority, and start the revolt against them for sovereign governance. This made the matter from bad to worse, impacted as an unending clime of mistrust, disbelief, insecurity, and anarchy. The true picture of Kashmiri society gets
reflected particularly in folk literature of Kashmir. For objective study of people’s response to the folk perspective towards Afghan rule and culture may better be gathered from oral traditions. Since folk collection is out of individual ownership, the composers of folk literature regardless of falling prey to official brutality documented the pain of public, remained safe against brutality and licentious behavior of rulers. In fact, these old traditions may be dubbed as a true reflection of people’s perspective which would have remained unnoticed or undocumented in the conventional sources (Fayaz, 1999).

The sixty seven years of Afghan rule can be characterized as an unending conflict between Afghan state through the declaration of sovereign status even by Afghan governors, attempts of loot and arson by local chieftains, particularly, by Bombas, Khakhas and Gujjars of Poonch. The most significant bad governance was to motivate periodical sectarian clashes, mostly between Shais and Sunnis, while nature was also punish them through the causation of natural calamities like floods, famines, earthquakes etc., and the pathetic tale of miss-governance.

**Bhand Pather (Traditional Theaters of Kashmir):**

Almost every literary folk genre, as folk plays (Bhand Pather), folk sayings, proverbs, allusions, folk songs and folk stories, where come across ugly reflections of Afghan governance in Kashmir (*Kemmu*, 1953). For example, in historical and traditional Kashmiri folk plays “Bhand Pathers” as the traditional theater of Kashmir. The preference evidence and reader acquainted with too full length plays entitled “Raza Pather” and **“Darze Pather”** which are totally focused upon luxurious and sensuous tastes of Afghan aristocracy (Fayaz, 1999).

**Raza Pather (folk drama)**

The lake of administrative penetration and absence of public welfare were presented in the folk plays by different theatrical skills. Since corruption was lush during Afghan governance in Kashmir, they deputed different Afghan governors and then Subedhars and Naib-subedhars in Kashmir who always fleecing poor peasantry in the name of “Rasum” and other allied revenue taxes (Bazaz, 1954). The heavy taxes, lagans, and exactions migrated to Indian subcontinent. This state of affairs is depicted in “Raza Pather” (folk drama) through one of the characters known as “Sagwan” and other is known as “Potter”. “Sagwan” officially, demands honey from a potter (Kral). The Kral (Potter) instead of bringing honey carries a pot full of mud and offers it to “Sagwan” as bribe. It not only refers to immense hatred of menial village professions against corrupt officials but it is also suggestive of a collective protest against the established system based exclusively on corrupt practice
(Bhagat, 2002). These corrupt officials used to live in spacious houses and spent their nights in “colourful parties” an extract from “Raza Pather” is given here as under:

Sagwan: (while slapping at Kral/Potter)  
Have you brought honey?

Potter: (bending his head a bit down)  
Here, it is sir, it is in this basket.

Sagwan: Have you brought fowl?

Potter: I have got honey as well as fowl (unloading the basket, potter takes out a mouthful of mud and starts eating it).

Sagwan: Where is honey?

Potter: (referring to mud) This is honey would you like to taste it?

Here it is (pointing to mud)

The undercurrent disdain oral and physical, direct and indirect against this corrupt rule which was a receipt of Afghan official approval made exposes before the viewers and the readers. Through two main characters “Navid” (barber) and “Kraal” (potter) in the “Raza Pather” take stock of various categories of corrupt state officials and make them subjects of tremendous public ridicule. This “Pather” (a Kashmiri theatre) also highlights the moral laxity prevalent under Afghan feudalism in Kashmir. This pather, unmasks the corruption and scandalous living style of Afghani elite. The “plough scene” in the “Pather” attains the highest tone of political protest and social disapproval to the barricades created by government officials which sought to deter the suffering peasants to address their genuine grievances to the Afghan governor.

The symbolic performance in the character of “Plough” (albani) with the petition tagged at the top, and holding, the plough high with a petition paper, stands for the silent protest of the peasantry against the highhandedness of revenue officials.

This play manifests on the broader level as an organized protest by peasantry against worst exploitation of public rights through the hands of Afghan Ijaradars and Jagirdars in the historical contemporary, texts. On this stage presentations a play can be seen as the chronicles abound in details about the illegal exactions which often crippled the very existence of poor peasantry, in Bagh-e- Sulaiman, Sadullah Shahadi states as under:-

“The Ijharadari system assumed alarming proportions under the Afghan. In fact, the first Afghan governor, Abdullah Khan Ishaq, received whole Kashmir in Ijhara against a huge amount of twenty four lakh rupees which was to be realized on account of the land revenue and other taxes. Ijharadari system envisaged ruin of the peasantry and led to declining trend in population. The
mustajir under the existing terms of the contract was usually required to deliver a fixed sum of revenue within a stipulated period of time, no matter how he realized” (Shahabadi, 1780).

**Derza Pather (folk drama)**

Another Kashmiri traditional folk drama “Derza Pather” symbolically stands for rapacious Afghan governing culture. “Dard Raja”, who represents the kind of Afghan governing elite is always shown in the company of beautiful Kashmiri courtesans known in vernacular as “Derzas”. The Afghan governors presence in the company of two beautiful “Derzas” and their sensual gestures and the love making actions of the Raja with these two “Derzas” are suggestive of scandalous and sensuous behavior pattern of Afghan ruling aristocracy. The repeated intervention of the “Maskaras” (Jesters) is a conscious attempt to make the “Raja” feel that public, though having no accessibility to the corridors of power, are in know of the luxurious and scandalous life style of the Afghan aristocratic circles.

One of the most striking scenes of “Derza Pather” is when Maskhara (Jesters) asks “Raja” that we can acknowledge you as our true “Raja”, if you grant back the power of expression to otherwise dumb driven Kashmiri.

In this play, these characters metaphorically indicate that how sensitive were Kashmiri people so serious in protection of their political and cultural identity. The language used in the play “Derze Pather” is pure Persian, the official language of Afghans in Kashmir. Afghans used Persian as an official language which make great relationship with past and easy to express the ideas, but imposition of alien language further distanced Kashmiri from Afghan and the sense of language causality at the hands of foreign rulers was so deep and painful in Kashmir.

The disdain that Kashmiris developed against Afghans for Kashmiri languages sad plight is evidenced from a dramatic scene of “Darze Pather” (Kemmu, 1953).

| Dard: Do you want to express in Punjabi? |
| Maskhara: Yes of course, I can speak Punjabi, Arabic, Hindi, Ladakhi, but not Persian. |
| Raja: Rohilla – Where have you come from? |
| Rohilla: I have come from Kabul |
| Raja: Well done, Do you know Punjabi? |
| Rohilla: I know Persian language Punjabi language, Pashtu language, but I do not know Kashmiri language. |
The folk narrative is substantiated by historical texts as well. P. N. K Bamzai sums up the bungling of nobility as under:

“Rude was the shock that Kashmiris got when they witnessed the first acts of barbarity at the hands of their new master................. Abdullah Khan Isqk Aqasi, let loose a reign of terror as soon as he entered the valley. Accustomed to looting, murdering the subjected people, his soldiers set themselves to amassing riches by the foulest means possible. The well to do merchants and noblemen of all communities were assembled together in the palace and ordered to surrender all their wealth on pain of death. Those who had its audacity to complain or resist were quickly dispatched with the sword and in many cases their families suffered the same fate” (Bamzai, 1994).

Afghan’s Governance

With the inclusion of Kashmir in Mughal realm, the governors deputed by Mughal court, as their immediate successor in Kashmir-the Afghans continued the harsh revenue mechanism to cripple the existence of poor, rural peasantry Kashmiris but Afghan made further widened this area to crush them down (Kaw, 2001). How intolerable of heavy taxation brought about the destruction of agriculture sector and industry in Kashmir has been documented by contemporary historical texts and the folk lore as well. The author of “Gulshai-e-Dastur”, provides the information of taxes and revenue functionaries. “As under the Afghan, each village yielding minimum revenue of a “Kharwar of paddy” paid besides normal taxes, one trak annually towards the revenue functionaries. Similarly, on every one rupee of “mehsul”, each village was required to pay two annas annually to the Kardar” (Nath, 1991).

Another famous Kashmiri historian “Birbal Kachru” states on the same subject as under. “Likewise, every such village which yielded revenue of four hundred Kharwars of paddy was burdened with a cess payable to the revenue functionaries at the rate of sixty two dams equivalent to the cost of two goats” (Ramjoo, 1937). During the Afghan rulers, Azim Khan and Karim Khan who assumed the reign of government under Afghans in Kashmir in quick succession exorbitantly charged Rupees ten to twenty plus five to ten sheep, two to four tracks of oil, four tracks of salt and five to ten kharwas of rice annually from the peasants of each village.

The following footsteps of Afghan ruling elite, and the local Zamindars were equally claimed a number of petty perquisites. They also claimed poll tax called “dastar-e-shumeri”, (turban tax) besides “damdari” tax (tax on bird catchers) Sar-e-darakh (tax on orchards), zar-e-duddi (smoke or hearth tax) telli-chirag (fuel tax) etc. Peshkar, as the chief officer incharge of revenue collection at the Pargana level, did not lag behind in claiming presents and gifts
from the villagers on the occasion of the receipt of seeds from the government. The peasantry also paid Zar-e-Niyaz (presentation tax) to higher-up-officials through the village Muquddam.

In addition to the formers, several other social classes were brought in the tax net to drain even the meager income of different categories. Baj and Nazrana, were levied with great vigor. Besides, Zar-e-Nikhah (marriage tax) several other taxes like, Zar-e-Hasrat (tax on shops), Zar-e-Bayutat (tax on houses) etc. (Nath, 1991). During Amir Khan and Karimdad Khan, the rates of taxation were at the peak, which were out of reach of the local community. Such was injustice steps are explicitly expressed in folk psyche of these exactions that Kashmiri coined an abusive folk expression like “Chetly Kareem” for Kareemdad Khan and a folk allusion Azad Khanun dabdaba which still stands in circulation in Kashmir vernacular (Atish, 2008).

In these oral descriptions as folk tales and songs, metaphoric expression in vernacular stands for unjustified and unprecedented state exactions. The folk expression stands attested by the contemporary historical narrative as well, which was a safe way to express their feeling, grievances and expression.

“Haji Karimdad Khan was rather heartless and killed alike Hindus and Muslims on provocation. His exactions through Aslam Harkaram, his unscrupulous tax collection, exceeded even those of the notorious Itiqad Khan, the Mughal subehdhar and compelled many to leave the country. Certain Pandits who were concerned in a conspiracy with the Bombas against Karimdad were exposed to suffocation by smoke. For liberating them, Karimdad realized a large indemnity called Zar-e-dad. He also levied an anna per rupee on the price of shawls from the weavers” (Sufi, 1993).

The Afghan ruling period in Kashmir passed on to Azad Khan, after the death of his father Karimdad Khan. For his ferociousness, bad temper and arrogance there came into circulation in folk medium, an expression known as “Azad Khanun Dabdabe”. Like many of early governors declare their independence but was forced to pay three lakhs of rupees by Timur Shah, the Afghan king, as a tribute which of course, Azad collected double, triple amount by increasing the rates of taxation. In an oral tradition, there runs a story of his arrogance and ferociousness as under (Khalil, 1988).

Azad Khan declared himself as a cruel, notorious and injustice rule in Kashmir which can be expressed in his own domestic narration. “It is said that once when his wife was about to deliver a baby, Azad Khan is quoted to have said to her wife, if she gives birth to a male baby, you would be put in high esteem in the royal household and if a female baby is born to you, both you and your baby shall be assassinated. The folk tradition says that her wife gave birth to a
female baby and hearing the news, Azad Khan is said to have sliced into pieces her wife and her new born baby”. This folk tales reveals his worst character in a safe manner in which author and place is hidden. The folk belief further adds that the news received wider publicity in civil circles that frustrated arrogant Azad Khan. After enquiry, when the Afghan governor came to know that the news had been transmitted by one royal household servant to general public at Zaina Kadal gossip centre, the man was butchered and all the structures standing on both the sides of Zaina Kadal (bridge) over river Jehlum were reduced to rubbles at the orders of Azad Khan (Sufi, 1993).

Other Afghan ruling elite, who also remained notorious, Azim Khan, had been hateful for his acts of cruelty from the very start of his career. After defeating Sikh troops, he became more arrogant and ruthless, which can be seen his post war actions by let the loose reign of terror, confiscated Jagirs of some Hindu Zamindars, many Muslims also suffered with the Pandits. This ruthless activities also manifested by depriving local community as Azeem Khan neglected locals when he discharged all the Kashmiri soldiers from the army because he distrusted their loyalty (Sufi, 1993).

Sensing the end of Afghan rule in Kashmir, Azam Khan employed all tactics to exact as much as he could from different sections of Kashmiri society, which among others include, zamindars, jagirdars, peshkars, sahibkars, peasantry, artisans, and other professionals there hardly remained any category of professionals and skilled workers who remained untouched from his stubborn and cruelty. In this direct and indirect, oral description is shape of folk become major reference in the history of Kashmir and has been evidenced by the many historians. Mainly the history of Kashmir is based upon such type of folk material. Many historical perspectives are argued through this source (Khan, 1783).

**Conclusion**

The advent of Afghan rule brought some prominent cultural changes in the Kashmir. Many people were migrated from Kashmir valley due to political uncertainty and natural disasters. There is reliable evidence to show that how many people were lived in Kashmir during that time? We can only get information through some hints from the dairies of some European travelers who visited Kashmir after the end of the Afghan rule. At that time the position of Kashmiri people was expressed through folk literature, myths, songs, lores, poetry, theaters, pathers, like “Derze Pather” and “Raze Pather”.
References


A Study of Delay Action Dams Based on Perceptions of the Inhabitants in Sub-basin Pishin, Balochistan

Syed Muhammad Zia-ul-Haq¹, Iftikhar Ahmad¹
& Romana Ambreen¹

Abstract

The delay action dams (DADs) are instrumental to fetch water for agriculture and nurture the underground water and the indigenous karezes in study area. Mostly the livelihood in Pishin sub-basin is dependent on subsistence farming. The data is collected with the help of closed-ended questionnaire based on the perceptions of the inhabitants. Also required secondary data were obtained from relevant Government Departments. The data were subjected to descriptive qualitative method mainly analyzed by SPSS and excel sheet. The results are evident that the life of karezes streams and springs water level has direct relation with water behind the dams in the study areas in the contemporary scenario. The natural vegetation also has close association with these dams in arid and semi-arid climate area. Hence findings additionally uncover that dams are a source of entertainment for the people. The DADs need proper planning and development including de-siltation and capacity increase that can bring prosperity in the study area and surrounding.

Key Words: Pishin sub-basin, delay action dams, karezes, agriculture.

1. Introduction

Scarcity of water is serious problem in Balochistan, the north western rugged areas are no more exception and the annual rainfall is uncertain and insufficient in the study area and surrounding (Ahmad et al 2014). Lack of water is a serious problem in subtropical areas especially the areas of the country that receive winter precipitation (Ahmad et al. 2015). It is demand of the day to improve the water resources through wise use of water sources. Unfortunately, Pakistan lies in the category, where precipitation is occurring underneath the required amount, as the country is at the risk of local winds especially in case of Balochistan. The circumstance is turning out to be poorer if no appropriate

¹ Department of Geography, University of Balochistan, Quetta.
reclamation efforts of water level. This would be just conceivable if a thorough study is done in the territory to discover the destinations and assess its effect on the farming and other related exercises related to water availability. DADs are fundamentally built for more water penetration. Around 12 sub-projects of ensuring bunds and dams have been developed in Balochistan (Tariq and Giesen, 2012). Out of 292 delay action dams in Balochistan, 127 were built in the Pishin Lora basin (Sagintayev et al., 2012). To handle this intense issue, Pishin Sub-basin has been chosen for this study as confronting the issue of deficiency of water as well as have great physical structure for the development of such Delay Action Dams.

There researchers like Ramaswamy (1989) underpins that there ought to be large dams while the other firmly restricted it and contend that small dams are more appropriate with each perspective like social, financial, and environmental restrictions to therefore sizeable dams are the apparently thoughtful proposal. The natural effect of large dams would add in the loss of cultivating area and woodlands, removal of individuals, domesticated animals and the loss of occupations the dislodging of untamed life and vanishing of important vegetation (Vohra, 1986; Goodland1986) therefore affects the tamed and natural life. The appropriate way is to see the water demand, geological, geomorphological, climatic, social and economic comprehensions for the establishment of dams.

The issues emerging from the large-scale appropriating of water and conceivable climatic changes where the loss of vegetation, intemperate overflow, loss of top soil, siltation of the repository, water-loggin and saltiness (D.K. Datt, 1998). It was contend that man has created distinctive procedures to protect water in his ability in spite of the fact that he had not possessed the capacity to adapt to the shortage of water in deserts (Lindesy, T and Nesse, S 1996)).

Dams in Pakistan are a hot issue in light of numerous political interests and ethnic issues. However, government approaches and its weak considerations need improvements to address the problems related to delay action dams. The small dams are developed for the motivations behind expanding the subsurface water supply in light of the fact that the tube-wells and cutting edge electric-fueled pumps are seriously damaging the environment in Balochistan (Rahman, 1981). Karez water system, which is rehearsed in 22 countries, is likewise a vital method for water system in the dry land ranges of Balochistan (Khan and Nawaz, 1995). The premise of water system (irrigation) began in little alluvial valleys of Southwest Asia, which prompted to the complex water system and water administration frameworks (Rahman, 1993). The uplands of
Balochistan are in the move from traditional karez water system to tube wells water system this move is influencing the water table and social setup in Balochistan (Musthafa and Qazi, 2007). Karezes are currently confronted with high expenses of work for development and displace by tube wells which drain the underground water (Kahlown and Hamilton, 1994). Presently the Karez are being substituted by bond pipes and "Delay Action Dams". The check dams are being built up to supplement the underground water supply and assurance against floods (Tariq and Giesen, 2012). There is a need of techno-institutional methodologies, for example, presenting water rights, direct or indirect evaluating and permission for construction (Qureshi et al. 2010).

In the research area, Pishin sub-basin the over-reflection of ground water for plantation development has prompted to exhaustion of the ground water table, decelerating the water energizes process (Qasim et al. 2011). This would draw out the authentic connection between expected inquiries of delay action dams. Subsequently, the inscribed research study is proposed for the manipulation of the water crisis and deficiency in Pishin Sub-Basin.

2. Research Methodology

2.1. Study Area

Pishin-sub bowl or sub-basin situated between 29° 10' to 31° north latitude and 66° 14' to 67° 31' east longitudes in the north-west territory of Balochistan with Quetta valley to the south east. Land debasement is boundless and the small underground water assets are additionally utilized as a part of unsustainable technique, influencing the water potential in the basin. The basin covers the area of the three localities in particular Pishin, Killa Abdullah and Quetta with their individual regions of around 2,490, 3,281 and 1,233 Km², (Qasim et al. 2011). The Pishin sub-bowl has a region of around 7,004 Km2 and is encompassed by mountains from all sides. The physiography of the region demonstrates high mountains, piedmont fields and valley floors. The significant stream in the region is Pishin Lora. The height of the region ranges from 1,365 to 3,137 meters above mean sea level (msl).

The aggregate population of the sub-basin has substantially increased and was 471,316 as per 1998 Census, Government of Pakistan. The atmosphere of the study territory is warm in summer and extremely frosty in winter. The region lies roughly outside the streams of Summer Monsoon Currents in summer season. January is the coldest and July is the hottest month. Farming is the overwhelming segment in the territory. Kharif are sown in summer and collected in early winter, while Rabbi are sown in winter and reaped in summer
both practices are tried but common in the region. Before, the real wellspring of water system (irrigation) in the territory was through an extraordinary underground trench framework called Karez. With the presentation of power in the last part of the 1970, the circumstances have changed. Presently tube-wells have turned into the most imperative wellspring of water system. The reaping of water through tube-wells has decreased the underground water table. The government has built dams for the revival of the water level in a few areas but still to a great extent is inadequate.

Figure 2.1 Location of the study area, showing districts, road network and settlements.

2.2. Data Sources and Acquisition

The information gathered in time of two months and in such manner 204 respondents were found to give the wanted information. Though some
respondents were reluctant to give the complete information however it was observed that the general reaction of the respondents was found completely collaborative.

Both primary and secondary information were gathered from concerned workplaces however the essential information (primary data) was focused. The Secondary information gathered for the accompanying divisions.

- Department of Power and Irrigation
- Department of Planning and Development
- Department of Agriculture
- Dams studies
- Survey of Pakistan

The essential information (primary data) gathered through after devices/methods

- Field observation
- Interviews from various leaders of the area
- Close-ended Questionnaire to the chose population

2.3. Data Analysis

Information (data) that was broke down utilizing present day measurable and cartographic systems, computer based programs the SPSS was utilized for information investigations (data analysis). The data was examined qualitatively. In the research area, Pishin sub-basin the ground water for plantation development has prompted to consumption of the ground water table, decelerating the water energizes (water recharge) process. This research of Delay Action Dams in Pishin Sub-Basin highlights connection amongst surface and underground water and streams of karezes and springs nurtured by dams. This would draw out the accurate connection between accepted inquiries of check dams.
3. Results and Discussions

Table 3.1 Does dam raise the underground water level

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As indicated by table 3.1 below it can be seen that 100% members reacted that dams raised underground water level. It implies that the surface water and underground water are interdependent. Therefore it is important not to waste the rain water and make it productive and socio-economic development can certainly bring the prosperity.

Table 3.2 DADs impact on underground water level: Comment on the condition before DADs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>C.P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before dam water table is low</td>
<td>167</td>
<td>81.9%</td>
<td>81.9%</td>
<td>81.9</td>
</tr>
<tr>
<td>Don't know</td>
<td>37</td>
<td>18.1%</td>
<td>18.1%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

In the light of Table 3.2 it is evident that 167 (81.9%) respondents reported that before the development of dams the underground water level was low while 37 (18.1%) respondents had no idea about this issue.

Table 3.3 DADs impact on underground water level: Comment on the condition post DADs

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>C.P</th>
</tr>
</thead>
<tbody>
<tr>
<td>After dam water table is high</td>
<td>202</td>
<td>99.0%</td>
<td>99.0%</td>
<td>99.0</td>
</tr>
<tr>
<td>Don't know</td>
<td>2</td>
<td>1.0%</td>
<td>1.0%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>
Table 3.3 uncovers that 202 (99.0%) members reported that after the development of dams the underground water level was raised while 2 (1.0%) respondents reported that they had no clue about the said issue.

Table 3.4 How much area do you cultivated

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0—5 acres</td>
<td>60</td>
<td>29.4%</td>
<td>29.4%</td>
<td>29.4</td>
</tr>
<tr>
<td>6—10 acres</td>
<td>61</td>
<td>29.9%</td>
<td>29.9%</td>
<td>59.3</td>
</tr>
<tr>
<td>11—15 acres</td>
<td>51</td>
<td>25.0%</td>
<td>25.0%</td>
<td>84.3</td>
</tr>
<tr>
<td>16—20 acres</td>
<td>32</td>
<td>15.7%</td>
<td>15.7%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

As indicated by the Table 3.4 that 29.4% respondents cultivated up to 5 acres of land while 29.9% cultivated 6 to 10 acres of land. The table further uncovers that 51 25.0% respondents developed 11 to 15 acres of land that constitute 15.7% respondents cultivated 16 to 20 acres of land.

Table 3.5 Which sort of natural products do you have developed

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>168</td>
<td>82.4%</td>
<td>82.4%</td>
<td>82.4</td>
</tr>
<tr>
<td>Grapes</td>
<td>13</td>
<td>6.4%</td>
<td>6.4%</td>
<td>88.7</td>
</tr>
<tr>
<td>Other</td>
<td>23</td>
<td>11.3%</td>
<td>11.3%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.5 reveals that 168 interviewed farmers (82.2%) planted apples in their land, while 13 (6.4%) respondents planted grapes in their soil, moreover, 11.3% of the respondents cultivated crops including cereals and vegetables. The vegetable are locally consumed and also transported to the local market and Quetta city.
Table 3.6 The reason behind cultivation

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less water required</td>
<td>2</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0</td>
</tr>
<tr>
<td>Less care</td>
<td>11</td>
<td>5.4%</td>
<td>5.4%</td>
<td>6.4</td>
</tr>
<tr>
<td>Easy cultivated</td>
<td>4</td>
<td>2.0%</td>
<td>2.0%</td>
<td>8.3</td>
</tr>
<tr>
<td>Market oriented</td>
<td>91</td>
<td>44.6%</td>
<td>44.6%</td>
<td>52.9</td>
</tr>
<tr>
<td>Traditional</td>
<td>82</td>
<td>40.2%</td>
<td>40.2%</td>
<td>93.1</td>
</tr>
<tr>
<td>No cultivation</td>
<td>14</td>
<td>6.9%</td>
<td>6.9%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td></td>
</tr>
</tbody>
</table>

Table 3.6 reflects that 2 (1.0%) respondents reported that less water is required for cultivation, while 11 (5.4%) members reacted that the reason behind the cultivation is mainly fruit growing and demands less care. The respondents 4 (2.0%) reported that development of these agricultural products are simple to grow while substantial percentage 91 (44.6%) shows that horticulture is market oriented. The 82 (40.2%) justified that crops and fruits were conventional and it is inherited from their forefathers. The 14 (6.9%) members reacted that they have no agricultural practices as their land was close to the road or commercial area therefore the land was more valuable for commercial activity rather than simple farming.
Figure 3.1: The pie graph shows comparative cultivation in research area, prior and after DADs

The Figure 3.1 figures out that more than half land was not arable while after the construction of dams most of the land was brought under plough eventually brought prosperity amongst the land owners and peasants. The area got some opportunities to bring the land under plough after the irrigation water availability.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tube well</td>
<td>153</td>
<td>75.0%</td>
<td>75.0%</td>
<td>75.0</td>
</tr>
<tr>
<td>Karez</td>
<td>51</td>
<td>25.0%</td>
<td>25.0%</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.7 The source of drinking water in study area

In light of Table 3.7 it can be seen that 75.0% people were using drinking water obtained from tube wells and the tube wells now have mostly replaced the wellsprings in the study area. The 25.0% respondents registered dependency on Karezes for obtaining their drinking water.

Table 3.8 Can dam water be used for drinking purpose

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>204</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 3.8 uncovers that all the respondents were not utilizing dam water for drinking purpose but their livestock were using often.

4. Findings of the Research

It was observed that shortage of water influence human life in a variety of ways and shortage of water can propel the occupants of the area to move to other places. Some people have migrated to Quetta city in search of jobs, but most of them were uneducated and unskilled, this has turned their adoption in a variety of ways. This has contributed also in the katchi abadies, squatting and increase in crime rates. Scarcity of water is big threat for the people because most of them were dependent on farming and farming is almost non profitable without water resources in the arid and semi-arid climate domain.
4.1 Discussions on the Findings

Balochistan has experienced dry period and almost a decade long spell with below average precipitation. Its outcomes can be found in social and financial fields in uncommon in the region which relies upon agriculture business. In any case, the late dry season and non-event of precipitation influenced the inhabitant's lives from either side. Fundamentally, the area is an image of tribal customs where individuals lead lives under the framework composed by their progenitors. Their farming and the arrangement of water system are very old. The masses flood their territories with the assistance of karezes spring and tub-wells.

Thus in such situation the investment in delay action dams should be the priority which helps in rising and replenishing water level. Based on field perceptions these dams are not only rising water table but also rejuvenating the existing karezes which is very useful way of water transfer from one place to another locality with minimal water lost through evaporation.

Essentially, delay action dams, the prime subject of the present study; remain very supportive in managing the water and water system framework in a zone. Similarly, the arrangement of water system in Pishin sub-basin relies on delay action dams. These dams are seen very supportive in control the stream of karezes which assume fundamental part in inundating the developed land. These karezes get a decent add because of the capacity of water in the delay action dams on the grounds that amid the present this study is evident before the development of dams the stream of springs and karezes were sluggish in flow and were not sufficient to meet the irrigate needs of the occupants. The said sources got support and include after the dams were built in the territory. The exploration members specified a high contrast in the stream of karezes and spring previously, then after the fact the development of delay action dams which is a proof that delay action dams accelerate the stream of karezes and springs.

It won't not be right to state that delay action dams helps the recipients to acquire drinking water in a roundabout way through dams as they are the sources of karezes, springs and tub-wells. The masses of the zone took tremendous torment in getting drinking water amid the dry season. Be that as it may, they are quiet nowadays because of the presence of dams in their environment. As of now specified, the occupants of the area used to acquire drinking water by means of private water tankers which remained a weight upon the economy of the poor colleagues. It was the time when various tub-wells escaped water and the yearly precipitation was less regularly to be seen.
In addition, delay action dams can likewise add to the fascination of the area. The more the zone is lush and green, the more it draws in the general population. Therefore, they will disregard relocating from their grounds. As a rule it is seen that individuals move from a zone which is harmed by the dry season since they think that it’s hard to acquire the required water. Fortunately, the presence of delay action dams in Pishin sub-basin halted the ever troublesome issue of open movement which may have changed over the area into an abandon and uninhabited ground since they store rainy water.

Delay Action Dams stops the land disintegration and gives more chances to develop uncultivated land. Delay Action Dams increment the estimation of land as it gets changed over from fruitless parts into all around developed one. Progressively, the mindfulness has been creating about Delay action Dams among individuals and they come to know about how to develop much land with less water. The wellspring of income in the study region was agriculture which relies on water assets and men control. It implies that the development of dams give work to a zone and regulates the income of farmers from various perspectives.

5. Conclusions

In view of the findings of the present study, it was concluded that the delay action dams are exceptionally gainful for the improvement of the area.

a) The deficiency of water prompts to turn of underground water level because of low yearly precipitation. It is additionally watched that the lack of water was a genuine risk to sub-basin Pishin because of accentuation of droughts.

b) The underground water table can be raised by the development of dams. The store of rain water in dams raises the level of underground water table.

c) Furthermore, the shortage of water can constrain the general population to abandon a region.

What is required, parts of vegetation and debris in irrigation channels may cause to lose effectiveness or block utterly the flow of water. It means more time, enlarged labor costs and abridged watering for crops. In the study area near to settlements the traps can be installed, the induction of litter trap can confine and hold the floating litter and debris and will further increase the significance of delay action dam’s water.
Acknowledgements

The study is the M Phil research work of Syed Muhammad Zia-ul-Haq under the supervision of Professor Dr Iftikhar Ahmad and Co-supervisor Dr Romana Ambreen. And thanks to Syed Fareedullah for his help and cooperation. Thanks are due to all respectful teachers in the Geography Department.

References


