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JOURNAL OF SOCIAL SCIENCES

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UNIVERSITY OF WAH JOURNAL OF SOCIAL SCIENCES

The ‘UW Journal of Social Sciences’ (UWJSS) is a bi-annual publication of the University of Wah duly recognized by the Higher Education Commission of Pakistan in the category of Y. As an international journal, it is dedicated to understand the intricacies of research in private and public sector through empirical investigations and theoretical descriptions. UWJSS is a double-blind peer-reviewed journal that publishes quality articles in the field of social sciences.

AIM AND SCOPE

The main purpose of the UWJSS is to invite the novel work of policy makers, practitioners, professionals, educationist, university teachers and post-graduate research scholars in seeking excellence in the field of social sciences at national and international levels.

Consequently, the aim of the UWJSS is to publish articles that contribute significantly to the body of knowledge in the field of social sciences. It publishes articles and case studies relating to all fields of Social Sciences and Humanities.

The editorial board of UWJSS welcomes quality research articles from all areas of social sciences. The board encourages quality research from the new scholars seeking to advance in their academic careers. Therefore, ‘UWJSS’ welcomes research articles in the areas of:

- Anthropology
- Economics
- Education
- English Literature and Linguistics
- International Relations
- Islamic Studies
- Mass Communication
- Pakistan Studies
- Political Science
- Psychology, and
- Sociology
EDITORIAL

Dear Readers

Yet another issue of the UW-Journal of Social Sciences is in your hands with an improved version; however, we still continue our endeavors for improvement in quality and standards.

The previous UW-JSS issue was well received, and for this issue, we received scores of articles for publication, but we did not compromise on quality and standards. Our regrets to those, who could not get through due to rigorous evaluation process, (topic/subject, innovation, length etc.), and compliments to those who made to the final list. This issue contains articles with diverse fields of social science, innovative topics, and policy-oriented outcomes. We have encouraged mostly the young researchers and academics to introduce their work for the larger audience. Therefore, we have articles almost from every corner of the country, including a few from abroad. We would continue to encourage the new/young contributors, who have empirical research with innovative approach for positive contribution in the field of social sciences.

It would be appropriate to mention the encouragement of our patrons, the guidance of UW Vice Chancellor, and financial support of Higher Education Commission. Also, grateful to the quality time devoted by our foreign and local reviewers, direction provided by our advisory board and dedication shown by our editorial team. The combined effort of all above has been the outcome of this issue with satisfaction. But we have to continue our journey with more commitment and dedication; therefore, we request the constructive feedback of our readers, contributors and peers to overcome our shortcomings, and help us to continue our strides towards quality and standards.

Have happy reading.

Editor-in-Chief
**UW Journal of Social Sciences (UWJSS)** is a bi-annual, open access research journal published by University of Wah and recognized by the HEC. It is committed to serve as a key resource for providing facts and figures to the scholars related to the field of Social Sciences at state level as well as globally.

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Pupils’ Awareness, Knowledge, Attitude and Practice of School-Based Solid Waste Management in a Public Elementary School in the Philippines

Alfredo P. Nabor Jr.*, Ruth A. Ortega-Dela Cruz **

Abstract

This study assesses the level of awareness, knowledge, attitude, and practices of Grade 6 pupils in terms of the solid waste management of a public elementary school in Laguna, Philippines. Using a descriptive research design, the data has been collected from the responses in the survey questionnaire distributed to the selected respondents and analysed using descriptive statistics. Findings reveal low level of pupils’ awareness, knowledge, attitudes, and practices on the solid waste management. Findings also reveals that while the school has already introduced solid waste management to the pupils, they still need to have a systematic and well-defined goals and practices to highlight the importance of managing waste. Based on informal interviews with the head teachers and school leaders, the researcher has been able to confirm that the school does not have any formally drafted guidelines and policies about the school’s solid waste management program. Thus, the study recommends specific ways to enhance the school-based solid waste management program of public elementary schools in the Philippines.

Keywords: Attitudes, Awareness, Knowledge, Practices, Solid Waste management

Introduction

Solid Waste Management (SWM) is defined as the discipline associated with control of generation, storage, collection, transport or transfer, processing, and disposal of solid waste materials in a way that best addresses the range of public health, conservation, economics, aesthetic, engineering, and other environmental considerations (Leblanc, 2020). Waste can be categorized based on material, such as plastic, paper, glass, metal, and organic waste.
Categorization may also be based on hazard potential, including radioactive, flammable, infectious, toxic, or non-toxic wastes. Categories may also pertain to the origin of the waste, whether industrial, domestic, commercial, institutional, or construction and demolition or even in schools (particularly public schools) since it is expectedly populated.

The school defined solid waste as thrown away food waste, plastic, paper or other materials used for packaging. This also includes waste made by school operations like papers, boxes, and other used visual materials which are already presumed as useless and unwanted, but the school cannot find or identify a designated place on where to discard it (Parocha et.al., 2015). This is particularly true in the case of public elementary schools in the Philippines where the population of pupils is high. Furthermore, it has been a practice in most Philippine schools that foods for the pupils are bought or brought from homes and not supplied. Those pupils are the primary consumers of packed food and bottled refreshment products that contribute to high volume of trash and other waste materials. At a rapid pace, its safe disposal creates predominantly serious problems for the schools (Parocha et. al., 2015).

Many schools have already been struggling to think of imaginative ways to implement effective waste management and to have an effective and efficient waste management program. Firstly, it is a challenge to get the pupils, teaching and non-teaching personnel actively participate in the program. It may not always be easy as one may encounter members of the school who are not as enthusiastic or engaged in the projects as they could be. According to the National Solid Waste Commission, wastes in the Philippine cities and municipalities are mostly composed of 52% organics, 28% recyclables, and 18% residuals (i.e., waste that cannot be reused, recycled, or composted). Much of the waste, about 80% organics and recyclables can be safely returned to nature or industry without resorting to landfills and incineration (Grate, 2019). Through proper segregation, organics can be composted in homes, schools, and offices. In a linear waste management approach, organics are wasted instead of being turned into a resource. Under a zero-waste approach, recyclables are reused and recycled and become a source of livelihood for waste workers as well.
This practice of waste segregation is crucial as the issue of solid waste management is fast becoming a great concern in many schools. Cities and municipalities in the Philippines. Rapid urbanization and industrialization have greatly changed the patterns of consumption of people. The kinds of waste generated by pupils today have become more complex. In a community, the waste generated by a population is primarily a function of the people’s consumption patterns and, thus of their socio-economic characteristics (Abdel-Shafy, & Mansour, 2018). The growing universal concern for possible detrimental effects of solid wastes has also prompted the government to come up with creating laws to regulate solid waste management (SWM). The most recent and comprehensive of them all is the Ecological Solid Waste Management Act of 2000 or Republic Act 9003. Local governments made their own ordinances to support the implementation of this law.

Despite the presence of laws and measures to address SWM concerns, SWM persists as one of the growing problems of each city and municipalities in a developing country (Ferronato, & Torretta, 2019). Problems on SWM are related to improper practices of the pupils and their lack of cooperation, hence, a systematic study of participation on SWM is needed. By looking into the gaps in knowledge and favourable attitude towards SWM and reasons for the reluctance of school administrators to adopt more participatory approaches, mechanisms may be developed for increasing pupil’s participation.

Furthermore, in one of the public schools in Laguna, Philippines, a program entitled “Youth for the Environment in School Organization was adopted. This program is linked with other agencies/institutions as a basis for implementing a school-based solid waste management program, but it has been observed that it lacks specific guidelines appropriate to a public-school setting with a big population. Similarly, all Edukasyong Pantahanan at Pangkabuhayan (Home Economics) Grade 6 pupils started to assume the important task of transforming raw materials, discarded materials, indigenous materials into valuable and usable projects that will satisfy many of the basic needs of the family and the community. However, it can be observed that such undertaking did not prosper. The haunting question of whether the schools are successful in this aspect is still a concern.
There is an urgent need to streamline and to create the awareness of these young minds to environmental problems and concerns. Besides, there is no existing school-based solid management program in the school that will guide each of its stakeholders to develop responsibility in addressing such issues on solid wastes. Specifically, this study aimed to: (i) determine the respondent’s awareness of the existing solid waste management activities of the Public Elementary School in Laguna, Philippines; and (ii) assess the knowledge, attitudes, and practices of the respondents towards solid waste management.

Materials and Methods

Research Design

This study utilized descriptive research. This is the most appropriate way to know the level awareness, knowledge, practices, and attitudes towards a school-based waste management program. Descriptive research is a method that describes the characteristics of the population or phenomenon that is being studied. This methodology focuses more on the “what” of the research subject rather than the “why” of the research subject (McCombes, 2019).

Research Participants

The respondents of the study are composed of randomly selected 202 Grade 6 pupils at a Public Elementary School in Laguna, Philippines. This represents 56% of the total population Grade 6 pupils, which is 360.

In terms of sex, 52% of the total respondents are male and 48% female. The average age of the total respondents is 11 years old; 48% are from the 9-11 age bracket; 50% from 12 to 13 bracket and two percent are 14 years old and above. All the respondents have an average of two male and two female siblings. Forty percent of the respondents have siblings aged from one to 10 years old; 43% from 11 to 20 years old; seven percent have siblings aged 20 to 30 years old, one percent have siblings from 31 and older; while nine percent indicated that they have no siblings. This information is significant since it can also be used as a basis in determining the attitude and practices of the entire household regarding solid waste management.
Ten percent of the respondents have been studying in the said school for one to three years during the conduct of the study; eight percent for four to five years, while almost all the respondents or 82% have been studying in the said school for six to eight years. This means that most of the respondents are already familiar with the waste management program of the school, if any. They can be considered as credible informants about whatever programs the school has implemented and if these programs have been proven successful or not. The respondents can also be expected as having developed the habit of disposing their waste properly inside the school premises.

**Instrumentation**

The researcher devised a survey questionnaire and distributed to Grade 6 pupils of a Public Elementary School. Secondary data were also obtained to gather information about the different waste management programs of the local and national government. The survey questions were explained thoroughly to the pupils and the study methods and objectives were also made clear to them before administering the survey. Consent of the teachers and parents was also sought. To determine the respondents’ awareness of the existing waste management activities of the school, six questions were asked. These questions contain different observations and contributions in which the respondents were instructed to give multiple answers accordingly. To assess the knowledge, attitude, and practices (KAP) of the respondents about solid waste management, KAP scoring was used. Respondents were presented with leading statements about solid waste management practices in which they were requested to indicate their level of agreement or disagreement with each statement using five-point Likert scale such as Strongly Disagree (1), Disagree (2), No Opinion (3), Agree (4), and Strongly Agree (5). The instruments were validated by subject experts. This validation resulted to slight modification of the original researcher-made questionnaire.

To validate the responses of the pupils, informal interviews with head teachers, and school leaders were conducted.

**Data Analysis**

Data gathered from the survey questionnaire were analysed through descriptive statistics. Median scores were computed and total positives (percentage who
agreed), and total negatives (percentage who signified disagreement) were determined.

Results and Discussion

Awareness about the School Waste Management Program
About 186 or 92% of the pupils indicated that they learned/heard about the Solid Waste Management Program from their teachers inside the school, radio/tv got 71 total responses, 43 learned from posters and advertisements, 55 pupils from their parents and five pupils learned about the program from other sources. The respondents were also asked about the types of solid waste they do often see or produce in the school environment. One hundred six-nine or 84% pupils indicated that they often see plastics (bags and bottles, 55% observed paper and cartons; 47% responded to tins or cans; and 46% to food wastes.

In relation to the existing solid waste management activities, 142 respondents (70%) responded that they use plastic bags and containers; 45% answered tins/cans; 39% of the respondents indicated waste baskets; 36% used cartons and 24% put their wastes in oil pails and buckets. When asked about their assessment about the practice of solid waste management in the school, 93% of the respondents answered Good, 10% answered fair, while 12% answered Not Good. The survey also asked the respondents if they are willing to segregate waste for recycling. Almost all or 94% responded Yes while only 14% answered No. Only two % responded, “I don’t know.”

In terms of the awareness about the presence of waste in the school premises, 160 respondents observed mosquitoes and cockroaches in the school; 96 respondents noticed dark, smelly flowing water; 28 respondents noticed fire or burning inside the school and 28 respondents saw rats; 27 respondents indicated that they could see domestic animals like dogs and cats; and 15 respondents noticed scavengers. Generally, the respondents are already aware or exposed to the school waste management program. Based on their responses, they already know the basics on how to dispose of their garbage properly. The negative comments can be considered as insignificant but there are a few details that need to be addressed for the improvement of the program.
Based on the input of the head teachers, the success of any waste management program would greatly depend not only on the part of the pupils or their teachers. This activity must need a joint participation and cooperation of the stakeholders (community, household especially the parents and siblings and school authorities. The concept of Reduce, Reuse and Recycle (3 R’s) must be fully introduced and included in the school-based waste management program. Though this strategy is already a by-word for most of the citizens, the true essence has not yet been observed and practiced.

Knowledge, Attitude and Practices of Grade 6 pupils about Solid Waste Management

A. Knowledge

Findings show that the knowledge on solid waste management among the Grade 6 pupils was considered very low with a median of 2. This indicates their disagreement with most of the awareness questions. Specifically, the pupils were not aware or in disagreement when it comes to implementation of a solid waste management program, process of waste segregation, garbage segregation and throwing of collected waste, process of recycling, and harmful effect in the environment. Surprisingly, pupils strongly disagreed in the awareness of the importance of proper solid waste management to avoid possible health problems. In general, this means that the Grade 6 pupils of the school were not fully aware of the importance of proper waste segregation.

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know that our school is implementing a solid waste management program.</td>
<td>71</td>
<td>106</td>
<td>15</td>
<td>8</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I am fully aware about the process of proper waste segregation.</td>
<td>79</td>
<td>77</td>
<td>17</td>
<td>11</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>I know how to segregate garbage and where to throw</td>
<td>88</td>
<td>84</td>
<td>12</td>
<td>8</td>
<td>10</td>
<td>2</td>
</tr>
</tbody>
</table>
the collected waste.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>DK</th>
<th>%</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware about the process of recycling.</td>
<td>89</td>
<td>85</td>
<td>12</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>I believe that garbage or waste is harmful to the environment.</td>
<td>99</td>
<td>71</td>
<td>15</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>I am aware that it is important to follow proper solid waste management to avoid possible health problems.</td>
<td>116</td>
<td>64</td>
<td>2</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

Truly, awareness may not easily be translated into practices. For instance, Ifegbesan (2010) explored on the level of awareness and practices of waste management of 650 secondary school pupils from Ogun State of Nigeria. A self-administered questionnaire was used, and the findings showed that pupils were aware of the serious problem of waste management in their school, but they had poor waste management practices.

**B. Attitude**

Generally, there is a disagreement when it comes to attitude of the pupils towards solid waste management. It is exhibited by the respondents regarding proper solid waste management in the school as shown in Table 3. This is exemplified in the computed median score for all the statements which indicates their level of disagreement. The respondents believe that the school is not practicing very effectively the waste disposal method. They also disagreed with the statement that speaks about their responsibility as pupils to practice waste disposal. This also signifies that still there would be a tendency for them to burn garbage inside the school premises and may be even somewhere else. This practice is prohibited as far as the proper waste management is concerned (Ecological Solid Waste Management Act of 2000).

Similarly, there was also a disagreement that they should participate actively in the schools’ effort for solid waste management program. Also, even the teachers do not serve as a good model in terms of their practice of waste disposal according to
the pupils. This negative attitude among pupils indicates that they could not be easily encouraged to practice proper waste management in the school.

Table 2: Attitude of Grade 6 Pupils about the School Solid Waste Management

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I believe that our school is practicing a very effective waste disposal method.</td>
<td>71</td>
<td>104</td>
<td>2</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>I believe that proper waste disposal in school is also a responsibility of the pupils.</td>
<td>93</td>
<td>94</td>
<td>0</td>
<td>8</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>I feel that I must participate actively in our school’s solid waste management program.</td>
<td>82</td>
<td>85</td>
<td>7</td>
<td>22</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>I believe that collected waste or garbage must not be burned inside the school premises.</td>
<td>92</td>
<td>60</td>
<td>26</td>
<td>12</td>
<td>13</td>
<td>2</td>
</tr>
<tr>
<td>I feel that the teachers are trying to show us a good example of proper waste disposal.</td>
<td>98</td>
<td>82</td>
<td>8</td>
<td>5</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>I believe that the pupils in our school must cooperate in the proper disposal of garbage in our school.</td>
<td>86</td>
<td>85</td>
<td>6</td>
<td>23</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

According to the findings of Madrigal and Oracion (2017) about solid waste management awareness, attitude and practices in a Philippine Catholic Higher Education Institution, behavioural intention and attitude indeed influenced behaviour. In other words, the very high awareness and attitude on solid waste management favourably influenced their solid wastes disposal practices at home and in school. However, solid waste disposal practices match the very-low level of
awareness. The result implies that while knowledge and attitude may determine the course of person’s environmental action, they must also be aligned with the satisfaction and benefit that a person can derive from being concerned and committed to environmental concerns and initiatives.

C. Practices
Similar with the findings about the knowledge, and attitude, the result reveals negative perceptions of pupils about practices on waste management. The median score for all statements is 2 which signifies disagreement. It should be noted that statements are indicative of the different waste management techniques practiced by the pupils. One of the interesting practices was recycling including own’s school materials like paper, notebook, and books which had 94% and 95% negative responses.

This is supposedly a good practice as pupils have so much more blank pages in their notebooks and leftover pad papers when school closes that could be substantial if recycled properly. This not only reduces the volume of wastes generated but also saves some money from buying more school supplies in the next school year. It also seems that there is still a need to further instil among the pupils (87% total negatives) the practice of waste segregation by utilizing the designated appropriate containers. Some pupils while not throwing garbage anywhere else do not actually mind where to properly dispose their wastes. This practice poses some problems at the final stage of waste management.

Based on the informal interviews with head teachers and school leaders, the researcher was able to confirm that the school does not have any formally drafted guidelines and policies about the school’s solid waste management program. The school is just implementing the DepEd Memorandum No. 58, S. 2011 entitled Creating the Task Force on National Greening Program, wherein the Department of Education (DepEd) issued guidelines to concretize directions in the implementation of the National Greening Program (NGP). However, since this program is an integration of Gulayan sa Paaralan, Solid Waste Management and Tree Planting Under the National Greening Program (NGP), it did not focus mainly on the specific guidelines and policies on solid waste management.
Table 3: Practices of Grade 6 Pupils about the School Solid Waste Management Program

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Median Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>I always practice waste segregation inside our school premises by throwing garbage in appropriate containers.</td>
<td>85</td>
<td>87</td>
<td>4</td>
<td>14</td>
<td>12</td>
<td>2</td>
</tr>
<tr>
<td>I always conduct waste recycling in our school.</td>
<td>79</td>
<td>90</td>
<td>22</td>
<td>10</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>I always practice waste recycling with my own school materials like paper, notebook and books.</td>
<td>80</td>
<td>101</td>
<td>11</td>
<td>7</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>I am always participating in our school's waste management activities.</td>
<td>74</td>
<td>95</td>
<td>18</td>
<td>11</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>I always minimize the garbage/waste so I can help in the successful implementation our school's Solid Waste Management Program.</td>
<td>84</td>
<td>89</td>
<td>11</td>
<td>11</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>I am always following the rules imposed by the school about solid waste management.</td>
<td>80</td>
<td>95</td>
<td>6</td>
<td>12</td>
<td>9</td>
<td>2</td>
</tr>
</tbody>
</table>

This supports the findings of Desa et al. (2012) that assessed the attitudes, behaviour, and practices towards the solid waste management of 591 first year pupils from UKM, Bangi Campus showed that pupils have a high level of behaviour and practices regarding solid waste management program. However, the researchers noted that waste education and awareness strategy are still needed to develop more pupils’ awareness and attitude towards managing solid waste to reduce the impact of the waste problem in campus.

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Conclusion

The study provides discussion about the level of pupils' awareness, knowledge, attitudes, and practices of school's solid waste management. The knowledge and attitudes of the pupils were all at low levels and they cannot practice what they know due to the absence of a well-defined school solid waste management program. Despite the continuous initiative of the school as well as the Department of Education, still solid wastes in the school are not well-managed.

Even though some pupils know how to segregate, they still do not practice it. Awareness is important but it is not enough especially if there is no application. Teachers can employ different strategies to get the pupils interest to participate in the solid waste management program of the school. Although Grade 6 pupils get involved only because of the competition, the teachers must also be able to train them to have the right attitude. Educating the pupils about the importance of solid waste management and allowing them to participate in the planning and implementation can help ensure the success of the program. Based on the findings of the study, the researcher is hereby proposing a more defined and focused SWM Program for the school. The stakeholders and building of positive attitudes and awareness leading to proper practice of SWM, must be highly considered to make a lasting and sustainable program. The following recommendations are hereby proposed:

Coordinating properly. The school authorities must actively coordinate with the local government regarding the implementation of an efficient solid waste management program. Some respondents revealed that they are already practicing proper waste segregation, garbage bins are not regularly collected, and hence the wastes just stay in the loaded bins for several days. This will be addressed through proper coordination with the local authorities.

Adopting appropriate methodology. Private Institutions must also be encouraged to either help in creating awareness about solid waste management or they must also practice proper disposal of their garbage. The school and the private institutions located in the area must regularly meet and discuss about important matters
concerning waste management and to formulate and adopt appropriate methodology for waste segregation.

*Developing awareness among the household members.* Parents and other household members must be invited to participate in the program drive and other activities geared towards an effective solid waste management program. The activities must be conducted and participated by both the children and the parents.
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https://www.worldbank.org › topic › urban development › brief › solid-waste-management


https://doi.org/10.32871/rmrj1705.02.04


Influences of Iqbal’s Purview of Khudi on Individuals’ Psycho-Socio-Emotional Development

Rizwana Amin*, Fatimah Khakwani**, Sara Mehmood***

Abstract

The ever-changing paradigms of today’s modern world, pertaining to the study of man have much-caused chaos and confusion in the minds of the masses affecting their social, emotional, psychological, and spiritual development. This situation warrants the introduction of Iqbal’s philosophy about selfhood (Khudi), which provides holistic and all-encompassing solutions for today’s man. Therefore, the purpose of this research is to highlight the social, emotional, psychological, and spiritual teachings of Iqbal’s poetry and provide help in the personal and social development in today’s dilemma. For data analysis content analysis approach has been used. Relevant themes have been generated from Iqbal’s poems and sayings. Findings reveal that within the Iqbalian preview, character building has much to do with perseverance and patience for controlling emotions. Manipulation of feelings guiding to virtuous morals would also lead one to have a mystically and mentally healthy life. The findings of the study also highlight that Iqbal’s ideas on social, emotional, psychological, and spiritual development are much in line with the spirit of Islamic teachings. Moreover, his idea on man is more dynamic in nature and can yield positive effects when applied in the fields of education, motivation, human capital development.

Keywords: Psychological, Social, Emotional, Spiritual, Development, Iqbal

Introduction

Allama Muhammad Iqbal was not only a remarkable mystic-philosopher and an eminent poet he was also a statesman of distinguished quality and a great Muslim thinker. During the Western epoch of colonization of the East, Iqbal has received recognition as a Muslim scholar, his performance and intellectual abilities were not restricted to finding the solutions to the pressing issues of a specific
group (Yılmaz, 2016). His ideas and philosophy cover an eclectic range of matters that were and still are significant for the growth and persistence of humanity. Mir (2009) described the passion of Iqbal for analyzing the human problems and prescribing remedies in these words:

“Iqbal was very much interested in those topics and issues which implemented the finest mindset of humans- for example, the issues regarding the constancy and revolution, meaning of life, evolution and persistence, determinism and autonomy, the relationship between soul and the body, the struggle between sentiments and reasons, misery and evil, the role and position of human beings in the universe. His poetry deeply reflects his interest in philosophy, mysticism, history, and politics.” (Mir, 2009).

Iqbal being a Muslim philosopher of the contemporary era, His philosophy of thinking whether allied to politics, religious and social transformations and advancement and development in life are in accordance with the factual teachings of Islam’s two main resources: Quran and Sunnah (Ali & Hussien, 2018). His philosophy is deeply anchored and in line with these primary sources and formulated his own philosophy and combined it with the gist of philosophies influenced by the west.

Both his poetry and philosophical works contain Iqbal’s thoughts on Islamic mysticism. It can be found, for example, in Asrri-i-Khudi, Rumuzi-Bikhdi, and Payam-i-Mashriq, as well as in his other poetry works (Shah, 2012). It can be inferred explicitly from The Reconstruction of Religious Thought from the latter. His Islamic mysticism is based on his rejection of classical Islamic mysticism, which encourages human nihilistic deeds, in favor of modern Islamic mysticism, which encourages human active deeds in reforming and changing the world (Roswantoro, 2017). According to Nasution (1985), Tasawwuf, or Islamic mysticism, is a discipline in which a Muslim should understand and practice religious practices or ways to bring himself closer and more intimate to God. Tasawwuf, or Islamic mysticism, is more than only knowing God as the One Being; it has been the goal of Muslim mystics since the beginning to merge with God. In Madkhal ila
al-Tasawwuf al-Islamiy, Al-Taftazani presents some tasawwuf characters, such as tasawwuf teaches purity of the soul through teaching to achieve high morality; there ought to be a spiritual experience of fana', i.e., the demise of human consciousness of his selfless to make progress to the next step, namely, baqa'.

Iqbal appears to be opposed to the concept of Islamic mysticism that is synonymous with fana', or the loss of human self-awareness. And he prefers to think of Islamic mysticism as a form of religious instruction that can purify a Muslim's spirit and bring him closer to God without losing his sense of self-awareness. Even after reaching the unitary experience with God, the Muslim mystic can always clearly discern the distinction between his own self and God's Self (Roswantoro, 2017). For Iqbal, the Islamic message of being a Muslim individual who is defined by positive ego- hood (khudi) cannot be compared with being a mystic Muslim. To be a good Muslim, one must be a mystic Muslim who thinks and acts creatively and actively all the time. The mystic Muslim who is not avoiding worldly life is a product of the Islamic mysticism supported by Islam. Instead, he became artistically and actively involved in it through spiritual means to effect positive change in the world and make it a better place for all people and other species (Khan & Malik, 2021; Popp, 2019; Shah, 2012).

If we are to comprehend the concept of Khudi in the way that Iqbal meant, we must also analyze the zamaan (time) and makaan (location) of its revelation. At the turn of the twentieth century, Iqbal's poetry surfaced on the Indian subcontinent. For the Muslims who lived there, it was a critical period. They were battling not just with their identities, but also with their diminished social standing. A Muslim had to define himself through several identities due to colonial domination, such as his madhhab, caste, country/state of origin, family business, or level of religious identification (Shuxiong, 1995). Furthermore, in the early twentieth century, Indian Muslims were regaining their lost prominence on the subcontinent. Even though Islam arrived in the country before or shortly after Prophet Muhammad's death, Muslims did not begin to rule India until the establishment of the Delhi Sultanate in 1206 (Lehmann, Wink & Wink, 1994). The Mughal Empire's 700-year reign came to an end partly because of a colonial presence and partly because of various local revolutions against the Mughal Empire. Iqbal felt compelled to establish and articulate a concept of selfhood that
could reconcile the Indian Muslims' lost identity and status. What he may not have recognized at the time, however, is the significance of these beliefs in the lives of Muslims across the world, as well as for future generations (Razzak, 2017).

Therefore, the aim of this research is to highlight the fact that Iqbal was one of the great Muslim thinkers with a mindset that is incomparable - one of the best minds that the Muslim world has ever produced. He formulated his own ideas by integrating Islamic thoughts and teachings taken from Quran and Sunnah merged intellectually with Western philosophy and science.

**Method**

Iqbal's poetry and philosophy do not exist independently from one another. They are inextricably linked to one another. Iqbal wrote poetry in both Urdu and Persian, and there are compilations of his work in both languages. In the present study collection of Iqbal's writings in Kulyat-e-Iqbal focusing on Iqbal's poetry on self-hood, nation-building, morality, and Islam was selected from secondary sources. Also, articles from other authors were used for referencing the major themes. Data was analyzed through content analysis; a method employed to determine the presence of certain words, themes, or concepts within Iqbal's poems. To analyze data, the Present study followed guidelines for content analysis provided by Erligsson and Brysiewicz (2017). It emphasized a four-step analysis:

a. To develop an understanding of the content (Iqbal poems and sayings) through reading and re-reading the content while focusing aim of the study
b. Dividing up content into meaning units and afterward condensing meaning units
c. Formulating codes; and
d. Developing categories as well as themes.

**Results**

Content analysis was done to analyze how Iqbal's teachings influence the psychosocial, emotional, and moral development of the human being. For this purpose, written text was coded based on meaning units, and a conclusion was drawn in form of themes. Themes that are drawn from Iqbal's poetry indicate how
much Iqbal emphasized an individual’s selfhood. However, to reach this selfhood “Khudi”, one must learn new techniques to deal with the modern-day challenges by foregoing dilemmas caused by comparison of past and future and to come up with a commonly acceptable solution through ijtihad which will enable an individual to sort out societal problems and make strong ties with the creator as well as other fellow human beings resulting attaining khudi. Table 1 represents the meaning units, codes, categories, and themes of the data.

Table 1: Meaning Units, codes, categories, and themes for the data

<table>
<thead>
<tr>
<th>Sr. No.</th>
<th>Meaning Unit</th>
<th>Condensed meaning Unit</th>
<th>Code</th>
<th>Category</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The message of the Prophet about learning is in accordance with the scientific revolt during the 20th century.</td>
<td>Muslims need to hold an optimistic approach towards the usage and learning of western scientific methods.</td>
<td>Holding an optimistic view toward learning</td>
<td>Holding an optimistic view, Holding an optimistic view, The message of Islam, Benefits of western knowledge</td>
<td>Need for acquiring scientific study</td>
</tr>
<tr>
<td></td>
<td>The meaning of the Qur’an is a call for a dynamic life that employs scientific inquiry and investigation.</td>
<td>Rebuilding of Islamic religious thoughts with the rapid advancement in the world in teachings of the Quran and Sunnah</td>
<td>To Learn is the message of Islam</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Muslims should study these disciplines and precedent their positive content leading to a nation that will be more informed not only</td>
<td>Use the western knowledge for the construction of own religious</td>
<td>Benefits of western knowledge</td>
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<td>2</td>
<td>At present Muslim, Ummah has not moved far from the problems of its past</td>
<td>Muslim leaders of today have led their nations toward the war with other Muslim countries</td>
<td>Today is the same scenario as past (Iqbal’s era)</td>
<td>Effect of the divided nation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Muslim ummah is more divided than before.</td>
<td>Increase in refugees in western countries make them vulnerable to western intrigue, domination, and dictation</td>
<td>Lack of unity that led toward war</td>
<td>Past vs future dilemma</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ummah in some parts of the world Ummah is witnessing violence</td>
<td>Facing violence and Taking refugees</td>
<td>Facing western conspiracies</td>
<td></td>
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<td></td>
<td>Taking refugees in the west and are leaving their countries</td>
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<tr>
<td>3</td>
<td>Iqbal stressed the need to use <em>Ijtihad</em></td>
<td>Search for knowledge is essentially a form of prayer</td>
<td>Search for knowledge is essential for everyone</td>
<td>Iqbal’s philosophy and Quranic teachings</td>
<td>Concept of <em>Ijtihad</em></td>
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<tr>
<td></td>
<td>Quran teaches life as a process of progressive development</td>
<td>Iqbal emphasized the rebuilding of Islamic religious thoughts</td>
<td>Iqbal purviews Quranic teachings are important for reconstruction of thought with modern scientific inquiry</td>
<td></td>
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<tr>
<td></td>
<td>Iqbal called man to realize his purpose of creation</td>
<td>Every generation is admissible to resolve their problems in the light of the Quran and Sunnah</td>
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<td></td>
<td>Lead an ideal life for which he was created</td>
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<tr>
<td>4</td>
<td>An individual has an element of celestial light inside him whose discovery can aid man to apexes of creation and its negligence can confine the individual to the classification of amoral bipeds</td>
<td>Khudi is symbolized as the comprehension of oneself</td>
<td>Defining Khudi</td>
<td>Khudi philosophy</td>
<td>self-hood as the attainment of the ideal self</td>
</tr>
<tr>
<td></td>
<td>The Discovery of self-hood helps a man in the</td>
<td>it is us who must first discover ourselves first</td>
<td>Benefits attached with the attainment of khudi</td>
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<td></td>
<td></td>
<td>Decoding the treasures of information and wisdom led man to the discovery of self-known</td>
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<td>5</td>
<td>The material world is needed in fulfilling basic human needs</td>
<td>Iqbal gives an idea of having precarious equilibrium between spiritual and material aspects of life</td>
<td>Emphasis on creating Balance that helps in ego development</td>
<td>Khudi helps in developing equilibrium</td>
<td>The practical utility of Khudi</td>
</tr>
<tr>
<td></td>
<td>Moreover, Iqbal emphasized the spiritual aspect of human being</td>
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<td></td>
<td>This balanced lifestyle can help in the man’s ego development</td>
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<td>6</td>
<td>The individual accepts only the supremacy of only one God -Allah.</td>
<td>Triaxial nature theory- man’s relationship with his inner self, his outer self, and his creator</td>
<td>Relation between man and his creator strengthen ones’ personality</td>
<td>Conforming to God’s characteristics solidify the relationship between God and man</td>
<td>Relationship between Man and God</td>
</tr>
<tr>
<td></td>
<td>Iqbal views that Godly qualities integrated with man, result in solidified and strengthened personality.</td>
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<td></td>
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<td>Conforming to God’s divine characteristics, man gets closer to God mystically</td>
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<td></td>
<td>leading to strengthening his personality and moving away from God; man's personality becomes weaker.</td>
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<td>7</td>
<td>Man must build a respectable connection with his society. He must actively contribute fully to communal events. Engrossment in the society integrates all the constructive cultural ethics and prior legacy of society.</td>
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<td></td>
<td>Survival of the society depends on the contributions of the persons existing in the society man, and his society are closely knitted with each other. Society can penetrate man’s character and deteriorates him. Other times ego defeats the society and strengthens its position.</td>
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<td></td>
<td>Man, and his society struggle to govern one another. Prosocial behaviours have a constructive impact on society.</td>
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<td></td>
<td>Individual connection with society.</td>
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<td></td>
<td>Man, and the social world.</td>
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</tbody>
</table>
Discussion

Need for acquiring scientific study
Iqbal called the Muslims to hold an optimistic approach toward the usage and learning of western scientific methods and science (Herrerra, 2004). He highlighted the fact that the message of the Prophet about learning is very much in accordance with the scientific revolt that took place during the 20th century. Iqbal in upholding his idea about science also stated his opinion that inclusively, the message of the Qur’an is anti-classical. By asserting this he caressed the meaning of the Qur’an as a call for a dynamic life that employs scientific inquiry and investigation (Ali & Hussien, 2017).

Past vs future dilemma
At present Muslim, Ummah has not moved far from the problems of its past. Today, the Muslim ummah is more divided than before. Obsessed with the power and dominance Muslim leaders of today have led their nations toward the war with other Muslim countries. Therefore, Ummah in some parts of the world Ummah are witnessing and suffering from violence, genocides, homicides, and terror attacks consequently at an exponential rate (Lone, 2016). The lives of civilians have been devasted by these acts of violence. Muslims today are taking refugees in the west and are leaving their countries. Today Ummah should read the ideas of Iqbal as it will help them in returning to the right track in creating a good life, harmony, and peace with others (Razak, 2011).

In past, the condition of Muslims has not changed they continue to be easy prey to western intrigue, domination, and dictation. Other nations and even in the third world seem to be going ahead and are striving to recognize an independent role in their worldly affairs, Muslims still are going around in circles and are getting more deeply immersed in the whirlpool of confusion and despondency (Majeed, 2020). Iqbal in his book jawab shikwa answers the complaint vehemently speaks about the misery and chaos within the Muslim nations around the world (Iqbal, 1996)
who erased the dab of falsehood from the pages of history?
who liberated the human beings from the chains of slavery?
On to the floors of my Kabba who were those who clasped?
The Quran onto their breasts? Indeed, they were thy forefathers;
Tell us what thyself are, we say; with idle hands, thou sit and wait

For the dawn of a better day (Iqbal,1996).

Iqbal challenges Muslims to become a *shaheen that hunts for its food itself* rather than becoming a vulture that feeds on the dead. Nowadays, our youth is living in such a society where there is an immersed ethical gaping vacuum, thus they are profoundly in need of Iqbal’s comprehensive and deep multi-faceted philosophy. The teachings of Iqbal serve as profound guidance for the young Muslims as they chase to actualize the nature of their own religion and their individual self (Razak, 2014).

*Ibn-e-Tabbush*!

That self-deceived falcon, bred amongst vultures.
How can he be aware of the characteristics of the Eagle?
(Iqbal, 1996).

**Iqbal’s concept of Ijtihad**

In the milieu of *Ijtihad*, Iqbal pointed out the rebuilding of Islamic religious thoughts- with the rapid advancement in the world, things are changing steadily as today the things have changed, with the new set of forces established Islamic world today is confronted and affected by the extraordinary development of mankind thinking in all directions (Razak, 2017). In this situation, Iqbal set forward a statement that is relevant and significantly remarkable for the Muslim Ummah of today. The sanctions of Muslim liberals of the present-day generation to re-interpret the fundamental moralities, in the light of their own transformed condition and understanding of contemporary life is impeccably justified (Noorani, 2014). Quran teaches life as a process of progressive development and is a guide for each generation unimpeded by the toil of its precursors. Every generation is allowable to resolve their problems in the light of the Quran and Sunnah (Khawaja, 2004).
Iqbal worded once that ‘all searches for knowledge are essentially a form of prayer. Instead of abandoning west advancement in science, Iqbal stated that Muslims should study these disciplines and precedent their positive content in their paradigm that will lead to a nation that will be more informed not only by Islamic ideals but also by modern knowledge. But sadly, today we let our Ummah stagnate (Nauman, 2018). The westernized elites who took over from the departing British colonials adopted a system that allowed them to perpetuate themselves in power, instead of incorporating the Islamic ideals with scientific advancement and studies, which never allowed true democracy to flourish. A medieval attitude toward religion was also promoted by our reactionary Mullahs, which lead to the growth of an even more distorted religion (Saffari, 2018). Thus, Islam was commandeered as a political tool.

Thus, Iqbal stressed the need to use Ijtihad from a point of view of rebuilding the law of Islamic Sharia from the perspective of modern experiences and thoughts (Nauman, 2018). He also highlighted the fact that like the European Renaissance and reformations were enthused by the acquisition of knowledge from the Muslim universities of the Middle East and during the Crusades, present-day Muslims should also use the western knowledge for the construction of their own religious thoughts. This ever-agitating desire of Iqbal takes the form of a prayer

\[ O \text{ god! Grant a living desire to the Muslim heart.} \]
\[ That \text{ warms the heart and agitates the soul!} \]
\[ Take the stray deer to the Kabba once again. \]
\[ Give to the immured in the city the vastness of the Sahara \]

(Iqbal, 1996).

**Self-hood as the attainment of the ideal self**

In apprehending the quandaries of the people living in the West and East, Iqbal called man to realize his purpose of creation and lead an ideal life for which he was created. Iqbal’s ego philosophy uperpins this concept of leading such a life that assaults to create an equilibrium between man’s worldly desires and spiritual wants (Khanday, 2018). This balanced lifestyle can help in the man’s ego development. Iqbal also convicted that the supreme situation for man’s development will be a tactic that incorporates the two good qualities found in the
individuals of West and East i.e., complementing the dhikr of the East with the technology, science, and intellectual acquaintance of West i.e., Fikr. (Noorani, 2014)

Iqbal without any dualism is considered the poet of the Quran and like Quran, he made Man the center of his message or philosophy. In Kalama-e-Iqbal, a man is a subject as well as an object. Iqbal is concerned with the man himself, not his physiology or anatomy. Iqbal lifted the man beyond his biological, physical, and psychological dimensions of the cosmos (Iqbal, 1996). He emphasized the spiritual aspect of a human being. Iqbal calls a man the ambassador of Allah and emphasizes that in glorifying the interplanetary limits at one end man fails to understand his own being at the other end. Iqbal addressed this lack of comprehension conundrum in these words.

“Tilismi bood wa adm, naam hai jiska Adam
Khuda ka raaz hai, nahi qadir is par sukhan”

Practical Utility of Khudi

While framing the philosophy of self-hood Iqbal sustained a precarious equilibrium between spiritual and material aspects of life. In an attempt to reconstruct the Muslim Ummah Iqbal came up with a revivalist and dynamic philosophy called Falsafai Khudi or philosophy of self-hood. The basic or primary instinct of this philosophy is based on the emphasis on “action” and the impetus it gave to the dynamic of life. Nicholson pertinently remarks about the dynamism of Khudi as “the dimensions for achievement which is fervently encouraged by Iqbal rests on eventually on the belief that Khudi is actual and is not just a misapprehension of the intellect.” Within the Iqbalian pristine Khudi is symbolized as the comprehension of oneself, i.e., knowing one’s own self-sufficiency, one’s ego, and the celestial strand that connects man with his creator (Zeb & Qasim, 2015). Iqbal defined Khudi as “methods to apprehend that individual has an element of celestial light inside him, whose discovery can aide man to apexes of creation and its negligence can confine the individual to the classification of amoral bipeds”
**Relationship between Man and God**

Iqbal synthesized man in catalysis of triaxial nature theory, what relationship he holds with his inner self, his outer self, and with his creator. He very precisely gauged that a divine corpuscle is implanted in man. All the blueprints regarding man’s inner self and that of the universe lie encoded. Decoding these treasures of information and wisdom led man to the discovery of self-known as *tamari khudi* (Iqbal, 2010).

Iqbal wrote these superfluous traits of a man in these words:

“Agar maqsoodi qul mai hu tou muj se mawara kya hai
Mare hungama haaye nobanu ki Intihaa kya hai”.

*(Arghman-e- Hijaz)*

Through this verse, one could easily grasp an insight into Allama’s picture of man regarding his potential. Also, it delivers a palpable answer to all the queries affiliated with the determination, reality, and destiny of a man. Iqbal’s self-discovery message also accomplishes eminence with an effort to grope man’s particular position and purpose in the arena of creatures. For Iqbal, self-hood is not merely a theoretical discourse rather it is when developed brings remarkable changes, and man is endowed with tremendous power (Shah, 2012). This discovery of self-hood not only helps a man in the development of his ego but also guides him in determining the purpose of the universe by founding the realm of Allah on Earth (Iqbal, 2010).

This feature of self-discovery can be prominently assessed by the subsequent extract narrated by Dr. Ali Shariati “it is us who must first discover ourselves first. Jalaluddin Rumi on one occasion said, “I put forth fourteen judgments to demonstrate the presence of God to a group of people. Shams Tabriz retorted me on behalf of God and augmenting that I had better verify my individual existence as God requires no proof. Hence, it turns out to amply strongly that even an exploration of a sole aspect of Man’s personality unlocks doors of endless erudition of wisdom, and answers a plethora of conundrums Maulana Rumi pertinently declares it as,
Influences of Iqbal’s Purview of Khudi on Individuals’

“Bul bashsar ko ilmul isma bug ast
sad hazara ilmish andar har rag ast”.
(Man is bestowed with total knowledge
and in his every cell there are treasures
of wisdom)

Iqbal had an immaculate perception that, if a man explores the secrets of himself, he understands the purpose of his creation and constructs his khudi and becomes an ideal man. To whom he referred as Mard-i-Momin, symbolized as Shaheen -the king of flight (Al-Azhari, & Ghuman, 2019). This ideal man is known as Asfala Safleen which is a product of Quranic, ethical, and spiritual forces that abides by the monotheistic code of conduct and accepts only the supremacy of only one God -Allah. This Mard-i-Moomin completely concedes that:

“Sarwari zeba faqat us zaati be himata ko hai
Hukumraa hai ek wahi, baki butaani aazri”
(Iqbal, 1953)

By taking the individual khudi unto this spot, Iqbal himself appreciates its worth in these words;

“Khudi ko kar buland etna ki har taqdeer se pehle
Khuda bande se khud poche batta tairi razza kya?
(Iqbal, 1953)

Here it should be noted clearly that this assimilation does not lead to the destruction or annihilation of man rather self-hood is like a divine ocean. With this acclimatization, man can transmute himself into an ample individual (Zeb & Qasim, 2015). This integration of godly qualities in man results in solidified and strengthened personality. Man, with this integration prepares his ego for immortality.

“Ba bahrish gum shudan anjaam ma niest
Agaro ra darr geeri fanaa niest”
Khudi andar khudi ganjad mahaal ast
Khudi ra ainisss khud boodan kamaal ast”
(Iqbal,1996)

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(It is man’s destiny to lose his existence. 
And man is not meant to perish his 
selfhood. khudi does not mean to destroy 
yourself it rather means to create yourself 
by destroying your ego (baka fil fana).)

Another important and fascinating fact highlighted by Iqbal in his theory is that by 
conforming to God’s divine characteristics man gets closer to God mystically which 
leads to strengthening his personality. On another hand, it moves away from God 
his personality becomes weaker.

“Bar muqami khud raseedan zindagi ast 
Zaati ra be pardah deeden zindagi ast.

(Iqbal, 1996)
(The secret of Life is to identify self and 
life means to see “real you” without any 
shade).

Man, and the Social World
Supplementary to the construction of a virtuous character and temperament, man also must build a respectable connection with his society. For keeping a decent association with society, he must actively contribute fully to communal events. With this engrossment in the society, he integrates all the constructive cultural ethics and previous legacy of society (Abbasi, 2021). Iqbal highlighted the significance of this relationship between the individual and society as a two-way relationship whereby both the society and individual benefit from one another. The survival of the society depends on the contributions of the persons existing in the society and in return man senses a sense of belongingness with the society. Iqbal highlighted the significance of this cohesiveness in these words.

The Individual exists in relation to the community.
Alone, he is nothing!
The wave exists in the river,
Outside the river it is nothing!
When a word is taken out of its verse,
it causes the sense to be lost.  
The green leaf that falls from the branch  

(Ashraf, 1977)

Also, Iqbal stated that man and his society are closely knitted with each other. In this relationship, man and his society struggle to govern one another (Özdemir, 2017). Occasionally society can penetrate man’s character and deteriorates him, and other times ego defeats society and strengthen its position. This tension going between man ego and his society is described by Iqbal in these words “The lifespan of the ego is a kind of tension caused by the ego conquering the environment and the environment invading the ego. The ego does not stand outside this arena of reciprocated invasion. It is present in it as direct energy and is formed and disciplined by its own experience.” (Iqbal, 1996)

Conclusion

It can be concluded from the above findings that Iqbal’s entire message rebounds to the man himself. It is also extremely germane to the sociological schema to cultivate the goodness of the individual that results ultimately in culminating in an exemplary social hierarchy. Man, in society is a similitude to a brick in a structure, if designed properly gives a desirable orientation which will lead towards a desirable structure, and if mishandled will lead to an unreliable and unstable castle. Likewise, if characteristics of “Mard-i-Moomin” glibly hitherto when infused in pragmatic fibers of our lives, the world will be reigned by the impulse of compassion and harmony and not by brutality.
References


Influences of Iqbal’s Purview of Khudi on Individuals’


India, Pakistan Dispute over the Kashmir Issue and the Current Situation after Articles 370 and 35A

Muhammad Sabil Farooq*, Nazia Feroze*, Tongshun Cheng*

Abstract

The potential reason for South Asian instability and hostile action is the unresolved nature of the Kashmir dispute between India and Pakistan. In the past, it led to two major wars and several attempted events. Since the early 1990s, India and Pakistan have existed in an "Acting War" on Kashmir. Pakistan has been questioning India’s efforts to strengthen its control over Kashmir through force, and Pakistan supports the Kashmiri’s quest for self-determination in accordance with the UN Resolutions. Prime Minister Modi’s decision to abolish Articles 370 and 35A of the “Indian Constitution” that gave Kashmir a special status has caused controversy throughout the political arena. This paper analyzes the origin of the dispute and its impact on bilateral relations between India and Pakistan after the revocation of Articles 370 and 35A. This study is important because there will be greater realization in India and Pakistan that they need to settle the Kashmir dispute for their wellbeing and that of the region. This study proposes that India and Pakistan need to engage in composite bilateral talks on all important issues. Recurrent tension over Kashmir will undercut any initiative to bring stability to South Asia as well as perpetuate the risk of a nuclear war.

Keywords: Kashmir; India-Pakistan Dispute; Articles 370; Current Situation

Introduction

To understand this conflict, one must look back at the history of the region. In August 1947, India and Pakistan were on the cusp of independence from Britain. The British, led by then-Governor Louis Mountbatten, divided the British Indian Empire into two states, India and Pakistan. The British Indian Empire consisted of multiple princely states (states loyal to Britain but led by a monarch) and states directly under the British leadership. During partition, vassal states have the right to choose to cede to India or Pakistan. To quote Mountbatten, "Often, geography and collective interests, etc. will be the components to be considered...
(Korbel, Josef, 2018). In general, the Muslim majority states went to Pakistan while the Hindu majority states went to India, although India was a secular nation.

The root cause of instability and hostilities in South Asia is the unresolved Kashmir dispute between India and Pakistan. In the past 50 years, the two sides have fought three conventional wars (two directly in the Kashmir region) and have been close to war several times. They have been locked in a "proxy war" in Kashmir for the past decade with few signs of abating. It has claimed the lives of more than 10,000 people and may have irrevocably destroyed "paradise on earth". The explosive insurgency in Kashmir, actively encouraged by Pakistan and mercilessly fighting in India, also minimized bilateral relations between the two countries, a devastating and potentially deadly mass destruction of the subcontinent. (Suddepto Adhikari, 2010).

This paper studies the way to solve this dispute, solve this dispute from the angle of Kashmir, and put forward their views according to the real politics in the region. The results of the study showed that Kashmir has a powerful overpower, but it seems not to be a possible solution for this controversial. The results of Kashmir five regions confirmed that Kashmir is a problem with the interests of different stakeholders, making it difficult to solve this conflict. The second part examines the relevant literature. The third part reviewed the study. In the fourth part, the results were discussed and discussed. In the last section, conclusions are provided.

**Theoretical Framework**

The concept of security has several implications. Therefore, it has to be contextualized. According to Barry Buzan, people don’t have the same perception of safety due to differences in ethics, ideology and regulation. Therefore, security aspects are always determined using different theoretical bases. In the real world, security can only be viewed as a derivative of or synonymous with power (Stone 2009). "At the heart of this people-centered approach is normative and can be attributed to social constructivism. An ideal path from a curious and realistic concept of national security to a more comprehensive concept of security such as "human security" to help people engage locally and change at a global level, demonstrating the power of mindsets. (King, 2010). Construct an accepted aspect of reality to facilitate processing to identify specific issues, causal explanations,
India, Pakistan Dispute over the Kashmir Issue

ethical assessments, and recommendations for the article described, and further highlight its informative nature. The theoretical framework of the study will follow a realist approach and its fusion with Barry Buzan’s composite theory of regional security. “Security has become one of the major concerns in the contemporary world, but its implementation in South Asia has lagged behind. Compared to other social science concepts such as power, justice, peace, equality and freedom, security is a difficult concept because of its ambiguity sex.” (Buzan & Weaver, 2003).

Methodology

The researcher interviewed a total of 15 key people from Pakistan, India, US, and the Kashmir. Some were interviewed before the abrogation of Article 370, and some were after. Views of some of them are included in this paper in authors wording. Their views are analyzed along with secondary sources. The people interviewed were from different professions of life including social activists, politicians, and academicians from universities and thank tanks, and natives of Kashmir.

Literature Review

The Kashmir issue is one of the unsolvable conflicts in the world and has attracted the attention of many researchers, scholars and authors. Many books and articles have been written about the Kashmir conflict. This literature review provides a brief overview of some of the important related works. Battle between India, Pakistan and Kashmir (Robert G. Wirsing, 1994) looks like all the details of Kashmir conflict, from the actual background of the problem to the boundary complexity. However, excellent analysis hardly pays attention to Kashmir’s self-determination. Another famous writer, British historian Alstair Lamb, Kashmir in his book: Controversial Heritage, 1984-90 (1991) showed the truth of books, and concluded, this book did not have Kashmir Maharaja Hari Singh signed on October 26, 1947, the Indian army arrived in the day before Kashmir, defending Kashmir in the northwestern Pakistan. Provincial attack. LAMB believes that India’s legal requirements for CHA and Kashmir countries are fraud, but it is a company joined in India.
After the Second World War, the British government had already shouldered more than 1 billion pounds of debt due to weak financial strength (applicable only to undivided India). She highlighted Pakistan's economic, social, political and military issues as well as challenges from tribal areas and Kashmir disputes. At the time of the split, Pakistan borrowed $2 billion to establish the country's legal system, establish parliament and other needs. However, after the split, Pakistan fell into the cost of the Kashmir war.

In his "Indian Nuclear Communication": Self-improvement "Super National" and Emerging Union (2000), Hooman Peimani emphasized that Pakistan as nuclear power is the Kashmir conflict. "As the defeat party in two wars, Pakistan has reason to deepen India as a major threat to its national security." Kashmir is the reason for the first two countries in the two countries. "India refused to implement the resolutions with the United Nations Security Council, requiring a peaceful way to solve two neighborhoods in Kashmir, which has not yet been resolved." India's current continued continuation and the control of most regional controls in India have produced instability. The situation is conducive to military confrontation between the two sides. However, Hohmann also mentioned that Pakistan became nuclear power to avoid significant confrontation with India. "Pakistan's main goal is to put the forgotten issue of Kashmir on the international agenda." Hoffman further added that Pakistan's nuclear capabilities now provide some reassurance that the international community cannot sit idle and observe the inter-Kashmir issue. The conflict escalated. The book does not discuss the idea of self-discipline in Kashmir.

Mudasir Ahmad Bhat, Jan Mohamad Dar, (2011) wrote the Kashmir issue in their book Hindu Nationalism and Political Politics, focusing on the rise and fall of the Bharatiya Janata Party (BJP). However, Graham only spoke about the BJP's role in the Kashmir conflict. "Jana Sanger has long argued that Kashmir is an integral part of India and the reference to the UN dispute should be withdrawn," he noted. The referendum proposal should be abandoned, but its main focus is the Indian government. It is necessary to change its policy towards the government of Jammu and Kashmir. He further argued that the Indian government could not veto the idea of the citizens because "Article 370 (Appendix E) of the Indian Constitution states that Article 238, which is generally applicable to certain states, should not
apply to that state. Government of Jammu and Kashmir, India Parliamentary powers, national laws are limited to matters stipulated by decree of the President of India and consult on other matters (diplomacy, defense and communications) and other agreed matters. The development of Indians makes it a strong prejudice against northerners, taking extremes on foreign policy attitudes, such as the Kashmir dispute. (Khan & Khan, 2016).

**Geographic and Historic Context**
Kashmir is Himalayas, India and Pakistan say they belong to them. The area was once a kingdom called Jammu and Kashmir, but in 1947, I will join India in 1947 after the end of the UK rule. After that, Pakistan against it, each country agrees with the ceasefire line to control different parts of the country. In the past 30 years, violent incidents in the State and Kashmir countries have occurred due to the split rebellion of national rules. Jammu and Kashmir countries include Kashmir Valley, Jammu and Ladakh, about 10 million people. According to SM Burke and Salim-ud-Din Quraishi (2010), the population of Jammu and Kashmir on the eve of the power transfer:

<table>
<thead>
<tr>
<th>S#</th>
<th>Jammu</th>
<th># Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Muslims</td>
<td>1208675 61%</td>
</tr>
<tr>
<td>2</td>
<td>Hindus</td>
<td>772760 39%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kashmir</th>
</tr>
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<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jammu &amp; Kashmir Present</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td><strong>Total Population</strong></td>
</tr>
</tbody>
</table>

**Source:** Abdul Majid, 2016.

Conflicts between Jammu and Kashmir returned to the division of the mainland in 1947. Shortly after independence, the first battle between India and Pakistan
divided Kashmir countries into India territories, "divination and Kashmir (including Kashmir Valley, Jammu and Ladakh) and Pakistan’s smaller areas (Azad Kashmir, high rare" with Himalayas The sparse area is known as the northern part of Pakistan, now known as Gilgit Baltistan (Kashmir and Jammu Empire Gazatler, 2002) in Azad Kashmir. The northern boundary between Kashmir and the Indian-controlled Kashmir originated in the ceasefire line in 1949 in accordance with UN resolutions, slightly changed during the 1971 Indo-Pakistani war, and in India and Pakistan signed in Shimla in July 1972. The agreement was renamed the Control Line (LoC) (Global Security, 2002).

The political turmoil in Jammu and Kashmir is largely due to the inability of the Indian government to force it. Many in India have proposed that the state have greater autonomy in order to resolve the deprivation of Kashmiris. Indians have deployed a large number of security and paramilitary forces that violate human rights and resort to torture, rape and summary executions. The main events of atrocities in India in Kashmir, India, are as follows:

**Table 2. Indian Occupied Kashmir violation of human rights**

<table>
<thead>
<tr>
<th></th>
<th>Killings</th>
<th>Years</th>
<th>Figures</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Killings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>House/Shops destroyed</td>
<td>Since 1989 — March 2006</td>
<td>90680</td>
</tr>
<tr>
<td>3</td>
<td>Orphaned</td>
<td>Since 1989 — March 2006</td>
<td>105173</td>
</tr>
<tr>
<td>4</td>
<td>Widowed</td>
<td>Since 1989 — March 2006</td>
<td>9649</td>
</tr>
<tr>
<td>5</td>
<td>Innocent Kashmiris in Custody</td>
<td>Since 1989 — March 2006</td>
<td>22377</td>
</tr>
<tr>
<td>6</td>
<td>Others</td>
<td>Since 1989 — March 2006</td>
<td>3048</td>
</tr>
</tbody>
</table>

**Source:** Abdul Majid, 2016.

Since 1989, the Indian security sector has been engaged in the Indian-administered Kashmir State. These people violate human rights. “The estimates of the number of
deaths vary greatly. The death toll in India is estimated at 40,000, but APHC believes that 100,000 people have died since 1990. In 2003 alone, more than 3,000 people were killed (SOS, from India Held Kashmir, 2006). "Many people were injured. According to the Indian government, about 1,150 government buildings, 540 educational institutions, 337 bridges, and nearly 11,000 private buildings were destroyed" (The Economist, 2003). Kashmir under Indian rule is like a military state. "In 1996, the victory of the Farouk Abdullah National Assembly brought hope for good governance and economic policy improvement in the new era.

Indiscriminate reactions undermine many people’s beliefs about government or security forces. Some effort must be made to improve the behavior of the security forces and minimize abuse. But the overall situation shows us that the Indian government and the armed forces do not want to let go of Kashmir because they have made a lot of money from Kashmir, which is also good for the Indian economy.

Peace Process Dynamics
As the Kashmir dispute enters its 56th year, diplomacy appears to have new opportunities. Recent proposals from Prime Minister Vajpayee and President Musharraf suggest that tensions and a window for dialogue may ease after a year-long brinkmanship. Diplomacy appears to be increasing not only in the Middle East but also in Kashmir as the United States reduces its war effort in Iraq. Deputy Secretary of State Richard Armitage’s recent visit to the region was one of several under the current administration, and the United States has also begun to pay particular attention to the South Asia dispute with Kashmir. While the first and second peacemakers assessed their responses to the apparent thaw in hostilities and refocused the United States, it is important to assess our true understanding of the peace process, including informed memory and dealing with evolving Guidance on Kashmir Issues (Zamir Akram, 2013).

India-Pakistan Strategic Assignment
Pakistan has taken diplomatic action against India’s actions. It has written to the UN Secretary-General and brought the Kashmir incident to the attention of the Security Council. It reduced diplomatic relations with India, cut bilateral trade and ended train and bus services between the two countries. However, collecting its
proven proxy war options now is out of place. After the Pakistani foreign minister returned from his visit to China, he visited the Pakistan-administered Kashmir region. Kashmir has suppressed expectations of tougher action against Pakistan, implying that the international environment does not favor Pakistan’s adoption of tougher measures. As Pakistan is forced to limit its response, it needs to divert anti-India spy energies to Kashmir. Pakistan cannot risk doing nothing because it is a "good terrorist" and the anger represented by the anti-Indian jihad is likely to be diverted inward. Pakistan has not wanted to resume operations against "bad terrorists" since 2014. It prefers to spread this energy outward. Although the Indian army is currently on alert, the advent of winter in the north will make this situation work. (Ali Ahmed, 2019). Due to the recent repression of India, the rebellion has been decreasing. Therefore, if Pakistan wants to move on, it must integrate it with combatants and materials as soon as possible. This could lead to a crisis in the local area, and Pakistan can penetrate the reinforcements under the cover of this crisis. As India’s reverse osmosis measures have been strengthened, this type of penetration may prove to be expensive, if not completely catastrophic. The paramilitary forces that have moved to Kashmir are likely to cancel the protective mission imposed on the Indian military, enabling it to redeploy itself. Therefore, attempts to target the lifeline to the rebels may be brewing.

The two countries may cause such a crisis after the UN General Assembly’s annual confrontation, and the Indian Prime Minister will resolve this crisis this year. At that time, the Financial Action Working Group meeting will be the driving force behind the scenes. By then, Pakistan will also have the excuse to try the diplomatic route and find what it wants. If the prospects for Afghanistan’s return to peace are brighter, some of the jihadists released as a result of the expected return to peace may turn to the deteriorating situation in Kashmir.

**Article 370: An Indian Standpoint**

On August 5, 2019, Minister of the Interior Amit Shah (Rajya Sabha) announced in the Indian Upper House (Rajya Sabha) that the President of India had promulgated the 1954 Constitution (applicable to Jammu and Kashmir). The order stated that India All provisions of the constitution apply to Kashmir. In 1954, the order stipulated that only certain provisions of the Indian Constitution apply to the state, which in effect meant that the independent constitutions of Jam and
Kashmir were abolished. The President issued an order based on the agreement of the government of Jammu and Kashmir. Prime Minister Modi recently decided to repeal Articles 370 and 35A of the Constitution of India gave Jammu and Kashmir a special status and caused controversy throughout the political arena. Proponents of the initiative stressed that the move fulfilled the election promise of the Bahratiya Janata Party, which was elected for the second time and increased the voter turnout with 6% of the votes, but critics believe this is Turn to the prelude of the majority. On the external front, the move was praised because it took advantage of Pakistan’s concerns about the Western flanks and the final war in Afghanistan and turned the Kashmir issue from a dispute with Pakistan into an internal matter. However, for critics, lowering the status of Jammu and Kashmir to a joint territorial position (cut by the Ladakh separatist) did not end the Kashmir’s roots in international disputes, and this is merely an international dispute. Pakistan may express its own time before the will, either directly or through renewed conflict (Ali Ahmed, FDI Associate, 2019).

Figure 1: Indian Occupied Kashmir and Pakistan Administered Kashmir

The reason given in this article is that Pakistan’s influence on India is understated, but as time goes by, Pakistan will restart the proxy war and disrupt India’s estimate
that its actions will end the Kashmir issue. It believes that since this is an obvious BJP strategy learned from Hindu ideology, its purpose is not to restore the stability replaced by Kashmir, but to exacerbate the inherent instability of the situation, thereby putting Pakistan’s proxy war into trouble. If this happens, it can create political dividends internally by allowing the BJP to reshape secular India into its ambitious form of Hinduism and put Pakistan in the corner to force it to raise war again.

The authorities will be reassured that these measures have led to some minor stone incidents and stone throws after Friday prayers. This led to further repression during Eid al-Fitr, and it was not allowed to have a rare history in Jammu in Srinagar (Srinagar), although there were reports that after two days of prayer, dozens of people were shot for the use of small balls and injured. The state has had an open clash with the international media, initially objecting to reports of such incidents, but later admitted being an incident involving about 2,000 protesters in Srinagar. In the video of the event, the sound of an automatic shot can be heard in the background, indicating that a strong (if not high pressure) crowd control measure is being taken. The government correctly predicted that this delicate situation would continue until the end of this week. Pakistan’s Independence Day will be regarded by Islamabad as one of the solidarity with the Kashmiris, and India will be observed on August 14 and 15, respectively (Syed Saleem Ali, 2019).

**Article 370: Pakistani Standpoint**

India took action to change the status of the controversial state of Jammu and Kashmir. This is another manifestation of the Hindu ideology of the Bharatiya Janata Party government led by Narendra Modi, aiming to "Hininize" India and make it a Hinduism The leading "Hindustan". In this way, it not only manipulated its own constitution, but also trampled on democratic norms, and the United Nations Security Council’s resolution to recognize the Territory as an international dispute was undermined. Pakistan is also a legitimate party to the country and promised the Kashmiri people to host the United Nations. Determine your future opportunities through a free and fair referendum. Prime Minister Nehru reiterated this promise on many occasions and promised that he would respect the Kashmiri people’s ruling and promised that if they wanted India to leave India, it would not
hesitate to withdraw from Kashmir. As a result, Articles 370 and 35A of the Constitution of India ensured the conditional accession of the State to the Union of India (Naeem Salik, 2019). There are a few points that clarify the following:

- The change in the status of the disputed territories in Jammu and Kashmir can be seen as another manifestation of the Hinduism of the People’s Party Government led by Narendra Modi.
- It is expected that this change will be adversely affected, and the Indian government has moved another 50,000 military and paramilitary units into already highly militarized areas.
- Final lifting of the current security curfew may be accompanied by further mass protests. India may respond by accusing Pakistan and conducting a "surgical attack" in Pakistan again.
- Pakistani Prime Minister Imran Khan made it clear that Pakistan will respond strongly to any further military action taken by India across the de facto border control line.
- In an atmosphere of affection, the situation in Kashmir has brought the South Asian subcontinent to a serious crisis. Whether things escalate depends on how the two nuclear-armed neighbors choose to cope with the turbulent situation (https://apo.org.au/node/255611).
It is expected that the people of Jam and Kashmir will have a violent and unfavorable reaction. The Modi government has transferred another 50,000 military and paramilitary units to a highly militarized area where more than 500,000 military personnel have been stationed. Before the announcement of the change of the status of Jammu and Kashmir from a semi-autonomous region to a joint territory, a comprehensive curfew was imposed and all communication links, including telephone lines, mobile phones and the Internet, were cut. It can be measured by the severity of this fact, the fact that, like never before, the Indian pilgrims who requested the Amarnath Yatra pilgrimage immediately left the territory and told all other tourists and visitors to leave.

With the addition of troops, India may have confidence in its ability to launch new cross-regional military operations, but India will definitely upgrade rapidly in a temperamental and emotional environment. Pakistani Prime Minister Imran Khan
India, Pakistan Dispute over the Kashmir Issue

made it clear that Pakistan will respond strongly to any further military risk-taking in India. Given the emotional atmosphere and public expectations for an appropriate response to Indian aggression, Pakistani leaders have no choice.

More complicated, the Indian Defense Minister’s statement in a symbolic statement at the Pokhran nuclear test site in the Rajasthan Desert in India suggests that India will abandon its highly acclaimed “no first use” nuclear policy (although Pakistan has never given Full trust. The policy). South Asia’s already delicate strategic stability and non-existent crisis management and restraint mechanisms are now facing severe pressure. Unfortunately, the international community is not fully aware of this reality, and if it does, it seems to be waiting for things to boil before taking action, which may be too late.

India will one day lift the curfew, and Kashmiris, including those who have been loyal to the Indian state, will emerge in large numbers to protest India’s current actions. Given that the Modi government has handled past demonstrations of past demonstrations and that they have more troops, the authorities may use more force to suppress dissent. Massive violence and bloodletting are not the result of the impossible. As in the past, the Indian authorities will accuse Pakistan of inciting violence and will take more action in accordance with local laws and regulations, along with the possibility of escalation.

In his recent interview with The New York Times, Prime Minister Khan once again emphasized the inherent dangers of armed conflict between the two nuclear-weapon states. The consequences are not only catastrophic for South Asia but also for the entire world. In any case, the South Asian subcontinent has fallen to the brink of a serious crisis. Soon after, these two hostile neighbors may once again approach the ladder of climbing the nuclear upgrade. The question is, will they climb down or be trapped in a trap and cannot escape?


Conclusion

Indo-Pak history is full of conflicts and appeasements. Since independence in 1947, they both have several mutual conflicts that escalated with the passage of time. The aim was to examine the history of the Indo-Pakistani negotiations on these
clashes in order to determine to what extent these four features of the negotiations influenced the final outcome and to draw important lessons from the achievable achievements. Upcoming clashes and whether these achievements can be pretending in upcoming talks. The subsequent important lessons are important for future negotiations: First, dispute settlement must be handled according to the negotiating criteria, and the agreement is likely to be successful. Second, to increase the chances of achievement, it is significant to start edges in a mature environment. A third, the link between the outstanding disputes and the Kashmir issue should only be solved by negotiations. Fourth, the political determination to range an agreement and implement it is as vital as the political will to negotiate. While internal political aspects play an impressive role in resolving skirmishes, courageous and determined headship can make the critical change between achievement and failure, hope and despair. At any cost, the peace process must be continued. A neutral posture should be adopted by Pakistani and Indian representatives. Certain Confidence Building Measures should be adopted by both sides. Ties at the diplomatic level and people-to-people contact should be enhanced more and more. Flexibility should be observed on the principles and points in dialogue in order to resolve major outstanding bilateral issues between both the states.

In the event of Kashmir’s independence, the likelihood of this threat will increase. There may be a split between India and Pakistan (the riots between Hindus and Muslims in 1947). Therefore, if we compare the current mentality of India and Pakistan, the idea of establishing an independent Kashmir is very difficult. Both India and Pakistan will make independent Kashmir impossible. The religious atmosphere between the two countries will further hinder the development and peace of Kashmir. Article 370 is the focus of debate between the political figures of the state and the central leadership of the Central People’s Party. It involves special powers given to Kashmir. It allows the National Constitutional Assembly to enact its own constitution, thereby giving it “Indian Autonomy.” India controls approximately 55% of the land area and 70% of the population. Pakistan controls about 30% of the land and the remaining 15% is controlled by China. India manages the Cham, Kashmir Valley, Ladakh and Siachen Glaciers. Pakistan manages Azad Kashmir and Gilgit-Baltistan. For this answer, I will retain the views of the Kashmiri people as legitimate owners of Kashmir for a more in-depth
India, Pakistan Dispute over the Kashmir Issue

analysis. Therefore, before 1947, Kashmir was originally owned by Raja Hari Singh. Mattoo said: "If we cancel Article 370, our relationship with India will end. This means that Kashmir will become Azad (free country). India will have to withdraw its troops from the country." The situation will be out of control, no one knows it. Where will stop and how many people will be killed? Article 370 is a provisional provision to Jammu and Kashmir that erroneously limits the powers of many provisions of the Indian Constitution by "weakening" the power of parliament to enact laws that include matters such as alliances and concurrency lists. Jammu and Kashmir BJP President Ravinder Raina said on Sunday that his party intends to abolish Articles 370 and 35A of the Constitution as soon as possible. ... On Friday, National Assembly President Farooq Abdullah said that Prime Minister Narendra Modi could not delete Articles 35A and 370 of the Constitution.

The Kashmir conflict is undoubtedly a difficult conflict, and all parties are seeking a peaceful solution to the conflict. What kind of political framework can satisfy the Kashmiri people's desire for self-determination and the interests of India and Pakistan is the real challenge?

The above discussion shows that Kashmiris are not satisfied with the Indian government. This is obvious considering the frequency of protests in the valley. On the other hand, the violation of human rights does not seem to aggravate the calls for dissent and division in the valley, but instead aggravates the need for division. Considering the real geopolitical reality of the Indian subcontinent, the most feasible solution to the Kashmir dispute seems to be to minimize Kashmir's security forces and give Kashmiris basic human rights so that they can get rid of their daily worries and focus on creating more Kashmiris. Employment and education opportunities. Although this may not be the ultimate solution to the problem, it may pave the way for a better solution and significantly ease the daily turbulence of the people in the area.

Recommendations

The following recommendations do not mention the possible components of the Kashmir issue or the composition of the final agreement. These recommendations implicitly urge the need to take small steps to assist the parties in establishing a framework for the peace process, which may lead to a return to the negotiating
table. Some of these recommendations are inseparable in terms of content and methods, but it is the continuity of such actions that provides the necessary support and actions for the sustainable peace process. The United States should look at the relationship between India and Pakistan and the situation in India.

If a peace agreement is reached and maintained, the security, economic and humanitarian situation in Kashmir will undoubtedly improve. Priority should be given to the dissatisfaction of India and Pakistan, which is a necessary step towards peace. Kashmiris feel victimized; Pakistan believes that its dissatisfaction with Kashmir is crucial to launching a dialogue between New Delhi and Srinagar. The institutions in India and the valley are clearly dissatisfied and therefore require a process of reconciliation. The first step will be to inject excessive political will into the implementation of India’s security policy through serious efforts to curb excessive behavior. For Pakistan, India must admit that Kashmir is controversial. As far as Pakistan is concerned, India must recognize the travel of militants to India and their contribution to India’s internal violence. The Kashmiris are also dissatisfied with Pakistan’s strong rule over ordinary Kashmiris. To this end, inter-ethnic dialogue and reconciliation between Pakistan and India and the entire line of control should be encouraged. India should be encouraged to support the Jammu and Kashmir government when seeking to implement its national plan. This will build confidence in Kashmir and bring New Delhi and Srinagar closer to dialogue. Before the relationship can improve, a new atmosphere of trust and support is needed. The state government can provide assistance in this process, especially when the state government orders the replacement of traditional guards after the elections in Kashmir; it will order certain mandatory orders. However, it is necessary to disagree with the Kashmiris who abstained from the October elections. The group represents an important constituency & is an integral part of the Kashmiri violence in the valley. Ignoring these groups will put the implementation of the state government plan & the successful dialogue between New Delhi and Srinagar in trouble.

As we have already read, Article 370 is about providing space and empowering people, but on the other hand, it has caused speculation and damage in Jammu and Kashmir. In terms of governance, the Kashmiri people are deeply unaware of their identity and future. In addition, this has played a role in reducing
accountability for public institutions and services. The argument that has emerged now is that although it is only a temporary clause in the Constitution, it has not been abolished until today. Moreover, to date, it has become an obstacle, promoting and encouraging religious hardliners in the Kashmir valley, and even seriously infringing human rights and impeding the state’s overall and economic crisis. Tensions, sabotage and anti-national activities have intensified, so it takes an hour to consider a logical, feasible and historical solution to the problem while ensuring universal participation & mainstreaming of the indigenous peoples of the state. The Indian government and the J&K government should take appropriate steps to contribute to the overall peace and prosperity of the country in the cooperation and discussion of all neighboring countries.
References


PathsPeace/dp/0674018176#:~:text=Bose%20explains%20the%20intricate%20mix,well%20as%20conflicting%20loyalties%20within


Chinese Language Teaching in Pakistan
Problems and Solutions

Aftab Azeem*, Tahira Naveed**, Sadaf Jabbar***

Abstract

The teaching of Chinese language in Pakistan has a history of more than 40 years, but it has only been in the past decade that it has become widespread. This paper aims to present a general overview of Chinese language teaching in Pakistani education system, to identify some of the theoretical issues and practical challenges this field is facing and finally propose the possible solutions to these problems. This is primarily a qualitative and descriptive study and questionnaire survey method has been employed to highlight the important issues and challenges that deserve serious attention from all stakeholders. Data analyses reveals that the Chinese language education in Pakistan is facing significant challenges in the area of Teaching Chinese as a Foreign Language (TCFL), pedagogy, curriculum and teaching material, teaching methodology, teacher’s professional development etc. The researcher recommends some solutions on the basis of these findings, which in turn can significantly influence the way Chinese language is being taught in Pakistan. This research is beneficial for all the stakeholders including policy makers, educationists, teachers, students, and researchers to help them incorporate TCFL into the Pakistani education system.

Keywords: Teaching Chinese as Foreign Language, Challenges, Curriculum, Pedagogy

Introduction

In recent years, China’s status in the international arena has gradually improved, and its overall national strength has increased. These characteristics have made more and more people realize that if they do not learn Chinese in time, they may lose many opportunities. It is also because of these common interests that many

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countries in the world have begun to learn Chinese language and culture. In addition, China has a very long history and has a profound cultural value. This means that China can be considered as one of the cradles of ancient civilizations. Therefore, in order to better connect Chinese culture with world culture, many countries hope to bring Chinese history and culture into their own countries. After a period of investigation and statistics on the number of Chinese language learners worldwide, we have found that in the past three years, many countries in the world have begun to introduce Chinese language in their curriculums. The total number of people exceeds 30 million, of which nearly 100 countries have initiated courses related to Chinese language and culture studies in 2500 universities. In addition to the above phenomenon, what is even more exciting is that many countries in the world have started to introduce Chinese language courses in primary and secondary schools, and more and more related training institutions are showing a thriving scene all over the world. The sooner a language is started, the better the overall effect. Therefore, in order to better transfer Chinese language and culture to Pakistan and other places, the sooner the relevant courses are introduced in the education system, the more effective they will be.

In the process of comprehensively implementing Chinese language education in Pakistan, the leaders of the two countries have undertaken series of joint activities on economy, trade and culture in order to improve the cooperative relations between China and Pakistan. In terms of politics, the two countries support each other through thick and thin, on the economic front, the two sides in line with the principle of mutual benefit and win-win benefits for each other, therefore China's relationship with Pakistan have been highly praised internationally. At this stage, the two sides have carried out further cooperation in the reform and development of the education system and other projects. Since 2005, China and Pakistan have carried out a series of joint cultural work and established the "Year of China" event. In addition, primary and secondary schools in the two countries often organize some student exchange and travel activities, and local principals and educational institutions jointly launch language reform measures. The rapid development of these activities has further enhanced the friendly exchanges between the two countries and opened a path for the establishment of a deeper diplomatic relationship.
An Overview of the Development of Chinese Language Teaching in Pakistan

The National University of Modern Languages Islamabad started Chinese courses for the first time in 1971. For quite a long period the number of students learning Chinese language was very less. In 2014 with the announcement of the "China Pakistan Economic Corridor" initiative, the number of people learning Chinese started increasing and it became popular trend. After years of cooperation, the two countries have developed a relatively deep friendship. In 2005, the first Confucius Institute was finally established in Pakistan, laying a solid foundation for the promotion and application of Chinese teaching. At the same time, this is also a sign of the opening of educational cooperation between the two countries. The Confucius Institute in Islamabad and the Confucius Institute at Karachi University have continuously and actively expanded Chinese teaching centers in order to meet increasing demand of Chinese language learners. In addition to Islamabad University (NUML), the Confucius Institute in Islamabad has established long-term cooperative relationships with some centers at the government, parliament, military, universities, research and social institute levels.

Table 1: Confucius Institutes/classrooms in Pakistan

<table>
<thead>
<tr>
<th>Name of Chinese teaching Institutes</th>
<th>Established Date</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confucius Institute, Islamabad</td>
<td>April 4\textsuperscript{th}, 2005</td>
<td>Islamabad</td>
</tr>
<tr>
<td>Confucius Institute, Karachi</td>
<td>May 22\textsuperscript{nd}, 2013</td>
<td>Karachi, Sindh</td>
</tr>
<tr>
<td>Confucius Institute, Faisalabad</td>
<td>February 9\textsuperscript{th}, 2014</td>
<td>Faisalabad, Punjab</td>
</tr>
<tr>
<td>Confucius Institute, Lahore</td>
<td>July 2\textsuperscript{nd}, 2015</td>
<td>Lahore, Punjab</td>
</tr>
<tr>
<td>Muzaffargarh shortwave listening club radio Confucius Classroom</td>
<td>September 12\textsuperscript{th}, 2008</td>
<td>Muzaffargarh, Punjab</td>
</tr>
<tr>
<td>Confucius Classroom in Petaro middle school</td>
<td>October 8\textsuperscript{th}, 2015</td>
<td>Hyderabad, Sindh</td>
</tr>
</tbody>
</table>
The Confucius Institute at Karachi University had only 30 students when it offered Chinese language courses. Later, it continued to expand its influence by issuing advertisements, and holding Chinese cultural performances, attracting many people who came to learn Chinese. At present, the Confucius Institute of Karachi University has set up nine Chinese teaching centers in various universities of Karachi (as shown in Table 2). The number of Chinese students has reached more than 3000, providing Pakistan with a lot of Chinese talent.1

### Table 2: Off-campus teaching centers of Confucius Institute, University of Karachi

<table>
<thead>
<tr>
<th>Name of Chinese teaching Institutes</th>
<th>Established Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chinese course in ICCBS</td>
<td>2015</td>
</tr>
<tr>
<td>Chinese course at Preston University</td>
<td>October 29th, 2015</td>
</tr>
<tr>
<td>Chinese course in IBA</td>
<td>2015</td>
</tr>
<tr>
<td>Chinese course in the Department of Public Communication</td>
<td>August 2016</td>
</tr>
<tr>
<td>Chinese course at NED University of Engineering &amp; Technology</td>
<td>February 23rd, 2017</td>
</tr>
<tr>
<td>Chinese course in Newport School of communication and Economics</td>
<td>September 26th, 2017</td>
</tr>
<tr>
<td>Chinese course in L.E.J. National Science Information Center</td>
<td>January 18th, 2018</td>
</tr>
<tr>
<td>Chinese course at Sir Syed University of Engineering and Technology</td>
<td>January 23rd, 2018</td>
</tr>
<tr>
<td>Chinese course at Habib University</td>
<td>September 6th, 2018</td>
</tr>
</tbody>
</table>

Although the number of Chinese teaching universities/institutes is increasing, according to the geographical distribution of Pakistan, as shown in Figure 1, most of the Chinese teaching (universities, primary and secondary schools and private institutions) are located in the politically, economically and culturally developed areas of Pakistan. Islamabad, Karachi, Faisalabad, Sargodha and Hyderabad are

1用汉语搭桥引路 播撒中华文化的种子，四川教育网 http://www.scedu.net/
among them.

There are few Chinese teaching centers in North-West Frontier Province (NWFP) and Baluchistan province. The demand for Chinese learning in North-West Frontier Province (NWFP) is very high especially on the border between Pakistan and Xinjiang province of China. An urgent problem to be solved is that how to establish more Chinese language teaching institutions in various regions of Pakistan, so that more people can be benefited by learning the Chinese language.

**Problems in Chinese Language Teaching**

This paper surveys the aspects related to Chinese teaching in Pakistan by using the survey method and carries out the analysis of the survey results and combines those results with the relevant literature. It reveals that the main problems existing in Pakistan’s Chinese teaching are as follows:

**Unfavorable Learning Environment**

No matter what language it is, a good language environment plays a crucial role in the development of the learners and has a crucial role to play for the learners, which can facilitate the process of learning a language. Although there are many Chinese nationals are living in Pakistan, there are not many opportunities for the students to mingle or communicate with them. Therefore, Chinese learners can only learn in the classroom or occasionally participate in some Chinese related activities. They have very little chance to use Chinese in real life, unless they have the opportunity to work in a Chinese company or they have the opportunities to work with Chinese nationals in different fields.

**Inappropriate Class Curriculum**

The number of students in the first phase of the Confucius Institute at Karachi University was only 30 students in the second phase it was 60 students and in the third phase it increased to 120. However, the current courses offered are only of basic level and are mainly aimed at elementary level students. The total study time is four months. The class schedule is shown in Table 3. To facilitate working people, there are weekend classes and an online class too. The business administration department of Karachi University has also started a Chinese language class.
Table 3: Class arrangement of Confucius Institute at University of Karachi  
(study duration: 4 months)

<table>
<thead>
<tr>
<th>Classes</th>
<th>Weekly hours</th>
<th>Total hours</th>
<th>HSK</th>
<th>Class time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>16 hours</td>
<td>256 hours</td>
<td>HSK 1</td>
<td>Monday to Thursday 9:00-12:00 AM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HSK 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HSK 3</td>
<td></td>
</tr>
<tr>
<td>Afternoon</td>
<td>16 hours</td>
<td>256 hours</td>
<td>HSK 1</td>
<td>Monday to Thursday 02:00-05:00 PM</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>HSK 2</td>
<td></td>
</tr>
<tr>
<td>Weekly</td>
<td>8 hours</td>
<td>128 hours</td>
<td>HSK 1</td>
<td>Saturday, Sunday 02:00-05:00 PM</td>
</tr>
</tbody>
</table>

Although the number of people studying Chinese is increasing day by day but the Chinese courses offered by the Confucius Institute at Karachi University are only of basic level. There are no specialized oral, listening, professional and comprehensive courses. In fact, such a basic level curriculum cannot meet the needs the of majority of Chinese language learners.

The Chinese courses offered in higher education institutions in Islamabad are divided into functional and degree programs. There are two main categories of students, the first want to do degree courses like, Master’s and MPhil degree which can only be obtained at the Chinese department of National University of Modern Languages in Islamabad. The second type want to do short courses like certificate, diploma and interpretership courses, course schedule is shown in Table 4.
Table 4: Class schedule of M.A students in the Chinese Department at NUML Islamabad

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Category</th>
<th>Research</th>
<th>Area</th>
<th>Newspaper</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; Semester</td>
<td>Linguistics (1)</td>
<td>Modern Chinese Methodology (1)</td>
<td>Study (1)</td>
<td>Reading</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; Semester</td>
<td>Linguistics (2)</td>
<td>Modern Chinese Translation</td>
<td>Area Essay Writing</td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; Semester</td>
<td>Linguistics (3)</td>
<td>Contemporary Chinese Literature and Criticism</td>
<td>Area Essay Writing (2)</td>
<td></td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt; Semester</td>
<td>Islam in China</td>
<td>Islam in China Philosophy Methodology</td>
<td>Foreign Policy Research</td>
<td></td>
</tr>
</tbody>
</table>

The second category is to only obtain the certificate of completion of functional courses in the Chinese language, including (Certificate, Diploma and Interpreter ship) in the Chinese Department of National University of Modern Languages. Among them, the arrangement of Chinese class hours at the National University of Modern Languages is shown in Table 5.

Table 5: Weekly class arrangement in NUML

<table>
<thead>
<tr>
<th>Course category</th>
<th>Functional courses</th>
<th>Weekly classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>Certificate 20 classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma 20 classes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interpret ship 18-20 classes</td>
<td></td>
</tr>
<tr>
<td>Selective</td>
<td>—</td>
<td>2-3 classes</td>
</tr>
</tbody>
</table>

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In addition, the Chinese language is being offered as a compulsory language as well as an optional language in different schools of Pakistan. Among the primary and secondary schools offering Chinese courses, we take the City School of Pakistan as an example. Regardless of whether the teaching target is school students or adults, the total class hours are 40 classes, and the total duration is 3 months, and the courses are mainly for people with zero or elementary Chinese proficiency. In the Chinese Crash Course provided, the types of courses and class schedule are shown in Table 6 and Table 7.²

Table 6 Elementary Chinese classes for primary school (total class hours: 40)

<table>
<thead>
<tr>
<th>Course type</th>
<th>Students age</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>YCT 1</td>
<td>3-4 years</td>
<td>2:15-3:00 pm</td>
<td>2:15-3:00 pm</td>
<td>2:15-3:00 pm</td>
<td>2:15-3:00 pm</td>
<td>(every other week)</td>
</tr>
<tr>
<td>YCT 2</td>
<td>5-6 years</td>
<td>2:15-3:00 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>YCT 3</td>
<td>6-8 years</td>
<td>2:15-3:00 pm</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

² https://thecityschool.edu.pk/chinese-language-classes/

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Table 7 Elementary Chinese classes for middle school (total class hours: 40)

<table>
<thead>
<tr>
<th>Course</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSK 1</td>
<td>3:30-4:30 pm</td>
<td>3:30-4:30 pm</td>
<td>3:30-4:30 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSK 1</td>
<td>3:50-4:50 pm</td>
<td>3:50-4:50 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSK 1</td>
<td>4:45-5:45 pm</td>
<td>4:45-5:45 pm</td>
<td>4:45-5:45 pm</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSK 1</td>
<td>5:30-7:00 pm</td>
<td>5:30-7:00 pm</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSK 1</td>
<td>6:45-7:45 pm</td>
<td>6:45-7:45 pm</td>
<td>6:45-7:45 pm</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It can be seen from the above two tables that students at school spend 45 minutes learning Chinese daily, 2-7 hours per week; adults learn Chinese for one hour daily, 2-3 hours per week. Although there is currently no consensus on the best learning time per day for foreign language learning under the premise of ensuring the quality of learning, most scholars believe that it is appropriate to study 4-6 hours a day.

To sum up, as far as Confucius institutes are concerned, there is a uniformity in the curriculum throughout all Confucius Institutes and Confucius classrooms in Pakistan, but on the other hand there is no uniform curriculum at the university level in Pakistan. This is due to the fact that the Chinese language is being taught in different universities at different levels and the time duration of these courses is also not the same. The curriculum doesn’t meet the requirements of second language learning and is not properly aligned with international standards of curriculum design. This situation raise an urgent need for a uniform curriculum design by local Chinese language teachers for different proficiency levels.

**Unavailability of Standard Chinese Textbooks**

Pakistan lacks Chinese textbooks, especially those which are suitable for elementary and middle school students. In the primary and secondary schools
which are offering Chinese courses, the Chinese textbooks used by teachers at all stages of education are shown in Table 8. Although these textbooks are highly matched to the corresponding education stages, which is beneficial for students to learn, these textbooks are compiled by Chinese for overseas Chinese teaching around the world, and due to differences in cultural backgrounds, these textbooks are not suitable in some aspects for Chinese learners in Pakistan, especially in language teaching, the sequence of the important and difficult points of the course and the introduction of culture all need to be improved. At the same time, due to the scarcity of localized Chinese teaching materials, teachers can only learn and teach from the textbooks available here. The teachers adopt a certain method of adding and deleting content by themselves and then imparting relevant knowledge points to the students. On one hand, this increases the burden on teachers, while on the other hand, the teaching techniques of different teachers are not the same, which is not conducive to the overall improvement of Chinese teaching in Pakistan’s primary and secondary schools.

Table 8 Selection of Chinese textbooks for primary and secondary schools in Pakistan

<table>
<thead>
<tr>
<th>School</th>
<th>Chinese Textbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school</td>
<td>Happy Chinese</td>
</tr>
<tr>
<td>Secondary school</td>
<td>Happy Chinese</td>
</tr>
<tr>
<td>High school</td>
<td>Learn Chinese with me</td>
</tr>
</tbody>
</table>

The results are shown in Table 9. From this table, we can find that the Chinese textbooks used by each school are different. There are still situations in which teachers need to compile Chinese teaching content by themselves.
Table 9 Usage of Chinese Textbooks in Universities of Islamabad

<table>
<thead>
<tr>
<th>Universities</th>
<th>Usage of Textbooks</th>
<th>Teaching materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>National University of Modern Languages</td>
<td>“New practical Chinese”, “HSK standard course”, “Chinese course” and the contents compiled by teachers themselves</td>
<td>Yes</td>
</tr>
<tr>
<td>CIIT</td>
<td>“HSK standard course”, (Level 1, 2 and 3)</td>
<td>No</td>
</tr>
<tr>
<td>Confucius institute, Islamabad</td>
<td>“Happy Chinese”</td>
<td>No</td>
</tr>
</tbody>
</table>

At the Confucius Institute Karachi, the Chinese textbooks used are mainly the English version (Table 10), such as "New Concept Chinese", "New Practical Chinese Textbook" and "Happy Chinese", in addition to the Urdu version of "Contemporary Chinese". All these Chinese textbooks are donated by the Hanban Office of China and the Confucius Institute Headquarters in China.

Table 10 Characteristics of Chinese textbooks used by Confucius Institute, University of Karachi

<table>
<thead>
<tr>
<th>Books</th>
<th>Language</th>
<th>Type</th>
<th>Characteristic</th>
<th>Applicable objects</th>
<th>Material item</th>
</tr>
</thead>
<tbody>
<tr>
<td>New practical Chinese</td>
<td>English</td>
<td>Structural &amp; functional</td>
<td>Taking the task as the goal, it emphasizes the combination of situation, topic and function, and attaches importance to pronunciation, Chinese characters, grammar and Chinese culture.</td>
<td>University students and above</td>
<td>Teacher's manual book, Comprehensive exercise books, CD</td>
</tr>
<tr>
<td>Course</td>
<td>Language</td>
<td>Type</td>
<td>Description</td>
<td>Target Group</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------</td>
<td>---------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Happy Chinese</td>
<td>English</td>
<td>functional</td>
<td>Close to students’ life, interesting, easy to understand, step by step, pay attention to &quot;listening, speaking, reading, writing and translation&quot;</td>
<td>Middle school students (aged 11-16)</td>
<td></td>
</tr>
<tr>
<td>New concept Chinese</td>
<td>English</td>
<td>Structural &amp; functional</td>
<td>Daily dialogue, practice more, pay attention to the cultivation of communicative competence</td>
<td>Adult</td>
<td></td>
</tr>
<tr>
<td>Contemporary Chinese</td>
<td>Urdu</td>
<td>Task-based</td>
<td>Pay attention to communication, culture and the ability to listen, speaking, reading and writing</td>
<td>University students</td>
<td></td>
</tr>
</tbody>
</table>

To sum up, in terms of teaching materials, through the survey of the use of Chinese teaching materials, there are two problems in the teaching materials of the Chinese language which are: the textbooks are not standardized and unified; and the applicability of teaching materials is very low. On the one hand, the textbooks used by Chinese learners at different levels in Islamabad University are different, which leads to confusion. On the other hand, there is a lack of localized Chinese textbooks in Pakistan. Students with low English proficiency have difficulty in understanding Chinese textbooks annotated in English. Moreover, the contents of the textbooks used at present are also outdated and need to be updated, and more importantly, it is necessary to develop Chinese textbooks close to the local culture.

**Shortage of Qualified Chinese Teachers**

Chinese teachers in Confucius Institutes are divided into public-sponsored and
volunteer teachers. The two have a significant difference in terms of tenure. Public-sponsored teachers have a longer tenure, usually two years, while volunteer Chinese teachers generally only have one year or even a few months. The short time has led to a high frequency of replacement of Chinese teachers in the same university, which is not conducive to the overall development of Chinese teaching in the university.

At present, Chinese teachers in Confucius Institutes are mainly volunteer teachers sent by Hanban to overseas. As these Chinese teachers are all Chinese nationals, there is no doubt that they have an absolute advantage in Chinese language, but at the same time, due to the different cultural customs and habits, these teachers do not understand the students’ personality characteristics and learning habits, which inevitably leads to difficulties in communication.

These days, four of the 24 universities in Islamabad, Pakistan offer Chinese-related courses, and three of them are public universities. Table 11 shows the number of teachers and students in the universities offering Chinese language courses in Islamabad. From the table, we can know that the ratio of the number of Chinese teachers to students in various universities/institutes is far below the ratio of 1:20, which means that the number of Chinese teachers is seriously insufficient.

<table>
<thead>
<tr>
<th>Universities</th>
<th>Establishment</th>
<th>Teachers</th>
<th>Students</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>National University of Modern Languages</td>
<td>1971</td>
<td>29</td>
<td>1000+</td>
<td>1:35</td>
</tr>
<tr>
<td>CIIT</td>
<td>2015</td>
<td>1</td>
<td>450+</td>
<td>1:450</td>
</tr>
<tr>
<td>RIPHAH International University</td>
<td>2015</td>
<td>1</td>
<td>33</td>
<td>1:33</td>
</tr>
<tr>
<td>Confucius Institute Islamabad</td>
<td>2005</td>
<td>7</td>
<td>—</td>
<td>—</td>
</tr>
<tr>
<td>Islamic International University</td>
<td>2013</td>
<td>1</td>
<td>70</td>
<td>1:70</td>
</tr>
</tbody>
</table>

Knowing the situation of Chinese teachers in universities in Islamabad, what is the ratio of Chinese teachers to students in Pakistani primary and secondary schools?
The results are shown in Table 12. From the data in the table, we can know that in the primary and secondary schools offering Chinese courses in Pakistan, the ratio of Chinese teachers to students is even as low as 1:312, and the overall ratio of teachers and students is 1:207.

Table 12 statistics of the number of Chinese students and teachers in the surveyed universities

<table>
<thead>
<tr>
<th>School Name</th>
<th>Category</th>
<th>Teachers</th>
<th>Students</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROOTS International</td>
<td>Private</td>
<td>2</td>
<td>625</td>
<td>1:312</td>
</tr>
<tr>
<td>City School, Islamabad</td>
<td>Private</td>
<td>2</td>
<td>480</td>
<td>1:240</td>
</tr>
<tr>
<td>Army Public School</td>
<td>Government</td>
<td>2</td>
<td>70</td>
<td>1:35</td>
</tr>
<tr>
<td>Science School Islamabad</td>
<td>Government</td>
<td>2</td>
<td>490</td>
<td>1:245</td>
</tr>
<tr>
<td>Head Start School System</td>
<td>Private</td>
<td>2</td>
<td>405</td>
<td>1:202</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>10</strong></td>
<td><strong>2070</strong></td>
<td><strong>1:270</strong></td>
</tr>
</tbody>
</table>

Although the situation of one school is slightly better, that is, the ratio of Chinese teachers to students is 1:35 in the army public school, which is slightly lower than the best teacher-student ratio of 1:20, it can be seen that there is a shortage of Chinese language teachers in Pakistan, especially in primary and secondary schools, and the gap of Chinese teachers is even greater than that in universities. The lack of school teachers will overload the workload of on-the-job teachers, which is not conducive to the development and research of teaching, and it will also make the problems of students unable to be explained accordingly or fully. This situation needs to be solved urgently.

**Lack of Diversity in Teaching Methods**

Teachers must ensure the diversity of teaching methods and teaching content, so that student’s interest in Chinese language can be increased. The basic responsibility of teachers is to cultivate students’ ability to learn independently. In China, Chinese teachers generally participate in various teacher’s trainings, teaching competitions, classroom discussions and mutual discussions, so there is
diversity in the teaching methods of Chinese teachers in China, whereas in Pakistan the teaching methods of the teachers are much simpler.

To overcome the inconsistencies in the Chinese teaching in Pakistan, it is necessary to organize various teacher’s training and teaching activities. Although Confucius institute has carried out related activities but those were not sufficient to meet the challenges. The relevant information is shown in table 13.

Table 13 Teaching activities of Confucius Institutes in Islamabad and Karachi since 2010 up to now

<table>
<thead>
<tr>
<th>Date</th>
<th>Confucius Institute</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>25th February, 2010</td>
<td>Confucius Institute, Islamabad</td>
<td>Seminar on Chinese grammar teaching in Pakistan</td>
</tr>
<tr>
<td>28th March, 2010</td>
<td>Confucius Institute, Islamabad</td>
<td>举办“趣味汉语课堂”系列活动</td>
</tr>
<tr>
<td>11th March, 2011</td>
<td></td>
<td>Hold the first seminar on Teaching Chinese Textbooks in Pakistan</td>
</tr>
<tr>
<td>29th April, 2011</td>
<td></td>
<td>举办汉语教师研修班</td>
</tr>
<tr>
<td>31st May, 2017</td>
<td></td>
<td>Hold the second Chinese Teaching Seminar</td>
</tr>
<tr>
<td>19th September, 2017</td>
<td>Confucius Institute, Karachi</td>
<td>举办本土汉语教师培训研讨会</td>
</tr>
<tr>
<td>22nd March, 2018</td>
<td></td>
<td>Hold training seminar for local Chinese teachers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>举办第三届汉语教学研讨会</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hold the third Chinese Teaching</td>
</tr>
</tbody>
</table>
According to the survey, Chinese teaching in Pakistan is still in the process of improving, teachers are giving more theoretical knowledge and do not pay attention to the cultivation of students’ Chinese communicative competence. In addition, advanced Chinese teaching methods such as task-based and communicative teaching methods have not been fully used by Pakistani as well as native Chinese language teachers in Pakistan.

Although Pakistan has been teaching Chinese since 1971, it lacks the scientific research culture in the field of CLT and it is difficult to use the latest pedagogical techniques due to the limitations of local teachers. In addition, Chinese language teaching in Pakistan has not formed a systematic teaching method until now, especially in elementary and middle schools. Nowadays, multimedia teaching is becoming more and more important, and the development of multimedia technology has brought great changes to Chinese teaching. In Chinese teaching, we can use multimedia technology and give full play to its advantages, whether it is to introduce new courses or explain new words, Chinese characters, grammar,
texts, or introduce knowledge related to culture. The application of multimedia technology in teaching makes the teaching methods diversified. With the help of multimedia, it can make them vividly displayed in front of learners, which is conducive to the improvement of teaching effectiveness. Because of the important role of multimedia technology in Chinese teaching and to fully understand the application of multimedia in Pakistan, the results obtained by consulting literature are shown in Figure 1.

![Figure 1 teachers' weekly multimedia assisted instruction time](image)

From the above figure, we can see that at present, the application of multimedia technology in Chinese teaching in Pakistan is very less. The time of multimedia assisted teaching is mainly less than 1 hour per week, accounting for almost half of the total. Nearly one-third of the people use multimedia teaching for 1-3 hours a week which does not fulfil the present need of teaching Chinese language by using modern techniques.

**Lack of Professional Teachers Training opportunities**

In July 2013, Chinese Premier Li Keqiang said that to let the friendship between China and Pakistan pass down from generation to generation and last for a long time, China will train 1000 Chinese language teachers for Pakistan to pass on the friendship between China and Pakistan from generation to generation. By consulting the relevant literature, we can get information about the training of

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3 Shen Xinmin, research on the application concept and practice of multimedia technology for Chinese teachers in Pakistan, Journal of modern Chinese teaching, 2013, page 76.
Chinese teachers in Pakistan as shown in table 14.

**Table 14 Training of Chinese teachers in Pakistan**

<table>
<thead>
<tr>
<th>Time</th>
<th>Organization</th>
<th>Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 23rd 2015</td>
<td>Chinese embassy in Pakistan</td>
<td>组织了 30 名教师进行为期 15 天的“2015 年北京市国际汉语教师培训” 30 teachers were Organized to carry out the ”2015 Beijing International Chinese teacher training” for 15 days</td>
</tr>
<tr>
<td>August 2016</td>
<td>Confucius Institute, Karachi University</td>
<td>举办了首届巴基斯坦本土汉语教师培训 The First training for local Chinese teachers in Pakistan</td>
</tr>
<tr>
<td>November 7th 2016</td>
<td>Chinese embassy in Pakistan</td>
<td>组织了 48 名教师进行为期 15 天的“2016 年北京市国际汉语教师志愿者培训” 48 teachers Were organized to conduct 15 days ”2016 Beijing volunteer training for international Chinese teachers”</td>
</tr>
<tr>
<td>July 23rd 2017</td>
<td>Chinese embassy in Pakistan</td>
<td>组织了 40 名教师进行为期 15 天的“2017 年北京市国际汉语教师培训” 40 teachers were Organized to carry out the ”2017 Beijing International Chinese teacher training” for 15 days</td>
</tr>
<tr>
<td>July 23rd 2018</td>
<td>Chinese embassy in Pakistan</td>
<td>组织了 30 名教师进行为期 14 天的“2018 年境外汉语教师来京研修项目” 30 teachers were Organized to carry out a 14 day ”overseas Chinese teachers' study and training project in Beijing in 2018”</td>
</tr>
</tbody>
</table>

Since 2007 many trainings for the teachers have been conducted by Confucius institutes in Pakistan for local teachers but none was conducted by Pakistani universities/institutes. Local teachers usually start taking Chinese language classes without any training at the university as well as school level. Opportunities for
teachers' professional ability to be improved are very few. Untrained teachers are unable to use the latest teaching techniques and make second language learning extremely difficult especially in the case of Chinese language.

Lack of Infrastructure for Teaching the Chinese language
Language teaching facilities include classrooms, tables and chairs, multimedia, language-related materials and books. It is learned from relevant literature: on February 3rd, 2010, the Chinese Embassy in Pakistan donated 43 sets of 1000 books to the Confucius Institute in Islamabad; on February 10th, 2012, the Xinjiang cultural news delegation presented 300 Chinese books to the Confucius Classroom Chinese library; on June 6th, 2016, the new teaching site of Confucius Institute in Islamabad was completed, which is located in the National University of modern languages, mainly including classroom, library, language laboratory, cultural exhibition hall and other teaching facilities; on July 6th, 2018, Karachi Confucius Institute has a Chinese phonetic laboratory, which will be able to strengthen the training of students in listening and pronunciation.

Therefore, on the whole, only in Pakistan National University of Modern Languages, the Confucius Institute in Islamabad, and the Confucius Institute in Karachi have relatively comprehensive teaching facilities, including phonetic laboratories, more Chinese books, and some multimedia assisted teaching equipment. However, in other Chinese teaching institutions, students are still in a situation lacking even Chinese textbooks the teaching facilities are also relatively old. The present infrastructure is unable to meet the learning needs of the growing number of Chinese students.

Solutions

Improvement in Course Curriculum
Curriculum should be set in line with the "communicative functional approach". Activity based teaching and curriculum will give best results i.e. learning new vocabulary through play cards, objects and active classroom atmosphere. Chinese literature courses should be appropriately added in curriculum at the middle level in universities so that students can have deeper understanding of Chinese language and culture. The content of this course can introduce and evaluate the life, thoughts, and works of representative Chinese writers, and analyze the
ideological content and artistic characteristics of their representative works.

To improve the certificate, diploma and interpretership majors, it is suggested to strengthen the following courses, for example, as shown in Table 15:

<table>
<thead>
<tr>
<th>Certificate</th>
<th>One semester</th>
<th>Pronunciation and tone, Character, Grammar, Listening and Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>1st Semester</td>
<td>Reading, Listening, Speaking, Chinese grammar vocabulary and Chinese Character vocabulary</td>
</tr>
<tr>
<td></td>
<td>2nd Semester</td>
<td>Reading, Grammar, Listening, Speaking and Intermediate writing</td>
</tr>
<tr>
<td>Interpreter ship</td>
<td>1st Semester</td>
<td>Chinese grammar and vocabulary, Chinese listening and speaking, intermediate reading and writing</td>
</tr>
<tr>
<td></td>
<td>2nd Semester</td>
<td>Intermediate grammar, Intermediate listening and speaking, Intermediate writing and Intermediate translation, Literature</td>
</tr>
<tr>
<td></td>
<td>3rd Semester</td>
<td>Advanced grammar, Advanced reading, Advanced writing and Advanced translation, Literature</td>
</tr>
</tbody>
</table>

At the beginning stage, the curriculum should be such that it should lay a good foundation in all aspects and give full consideration to listening, speaking, reading and writing. Based on the existing teaching methods, we should pay more attention to the teaching of strokes and parts while teaching character writing. The use of modern technology and multimedia teaching is far better than traditional classroom teaching model, it has both knowledge and interest, and it should be included in the curriculum. Teachers should also concentrate on providing effective curriculum development for students with learning-driven nature instead of examination-driven nature scenario.

**Compilation of Localized Chinese Textbooks**

To implement effective Chinese teaching, good Chinese teaching materials is inevitable. It can be said that teaching materials, teaching methods, and trained
teachers are indispensable for students to master the ability to use Chinese. There are military personnel, employees of different companies, high school or college students, and people interested in Chinese culture. The compilation of teaching materials should also consider the learning background and needs of the learners. Many teachers in Pakistan’s National University of modern languages, primary and secondary schools have been teaching for many years. They know the characteristics and needs of Pakistani students and they have Chinese teaching experience. If they cooperate with some educational institutions, they will be able to develop good teaching materials suitable for Pakistan’s localization. In addition, localized Chinese teaching materials should highlight the characteristics of Chinese teaching in the country. Pakistan’s educational structure and various primary schools should be focused on. There are two ways of doing it: first, the government should pay attention to Chinese teaching in many aspects, whether it is the purchase of Chinese teaching materials, equipment or related funds, it should increase investment; second, primary and secondary schools can cooperate with printing organizations so that the appropriate material can be provided to the students.

Building Teachers Capacity
Among the Chinese language teachers in Pakistan, although some of them have Chinese related education but most of them have not been trained in Chinese teaching. Although teachers have mastered a lot of effective teaching methods and accumulated a lot of teaching experience after years of teaching, they still need to receive systematic and targeted training in Chinese teaching. In this regard, we should test teachers’ professional level, strengthen the communication with Chinese teachers in China and send them to China for teacher’s training courses, to improve their teaching techniques. The Chinese government should provide more opportunities for Pakistani students studying in China to strengthen their capacity, especially for those who want to become Chinese language teachers.

Improvisation of Chinese Teaching Methods
In foreign language teaching, it is difficult to achieve the goal if a teacher is only relying on one kind of teaching method. We should make different strategies according to different situations to ensure that the use of teaching methods can be reasonable and scientific. Therefore, it is necessary to organically integrate
multiple teaching methods. This makes the teacher’s professional quality requirements extremely high; it is necessary for teachers to analyze the actual situation and choose different teaching methods for best results. The teaching methodologies should be modified and used in the classroom environment according to the learning capacity and interest of students.

Wang Ziyu, a mathematics teacher at Qingdao No 61 Middle School, has put into place a new student-centered teaching method encouraging his kids to get more engaged in their education through discussions and group work, and so far, the new way of teaching has achieved good results. Group work and discussions should also be encouraged in Chinese language classrooms of Pakistan.

**Increasing Opportunities for Educational Exchanges and Cooperation**

In order to promote the development of Chinese language education in Pakistan, both countries should pay special attention to increase the educational exchanges and cooperation between them. A few steps have already been taken in this direction like;

1. Establishment of Confucius Institute at various universities/institutes in Pakistan
2. Strengthening collaboration between Pak-China Universities
3. Promotion of Chinese language and culture in Pakistan at the national level.

The establishment and development of Confucius Institutes have provided great convenience for people from all over the world who want to learn Chinese, and Confucius Institutes have also made Chinese language education more standardized, but still more Confucius institutes should be established in Pakistan. As the establishment of diplomatic relations between the two countries has gradually deepened, both the countries have collaborated with each other in higher education. There is still a need to have more opportunities for collaborations in different research projects, seminars, workshops, webinars etc. and also for the promotion of Chinese language by using media platforms such as television and radio to introduce China’s promotional films, cartoons, introducing Chinese culture, Chinese movies, Chinese songs, and other activities.
Using innovative Approaches to Chinese Teaching

Teaching and applying innovation is not a simple process, it requires long-term and sustained efforts. With the development of computer assisted teaching and research, the use of modern technology in teaching is a matter of great concern. In recent years, with the development of science and technology, the application of computers has been extended to various industries, including Chinese language education, and the use of computers has also been very popular. It should be integrated into the teaching as much as possible to provide more choices for Chinese teaching methods. In Chinese teaching, we can use multimedia technology, whether it is to introduce new courses or explain new words, Chinese characters, grammar, texts, or introduce knowledge related to culture. With modern teaching equipment, teaching methods and content, Pakistani students can learn Chinese well. At present task-based approach, activity-based learning in the classroom, using smartphones in the classroom, project-based approach and using multimedia is a must for second language acquisition. Technology must be integrated into curriculum and instruction techniques while teaching Chinese in Pakistan.

Conclusion

With the continuous development of the Chinese economy, people in Pakistan should pay more and more attention to Chinese language education. This paper presented an overview of the development of Chinese language education in Pakistan, its current situation, identified key problems and challenges this field is facing and also suggested some possible solutions to these issues.

According to the survey results, unfavorable learning environment, inappropriate class curriculum, unavailability of standard Chinese textbooks, shortage of qualified Chinese teachers, lack of diversity in teaching methods, lack of professional teachers training opportunities, lack of infrastructure for the teaching Chinese language are the core issues. This study recommends policymakers and curriculum designers to take these findings into account and take immediate steps in improving course curriculum, a compilation of localized Chinese text books, strengthening teachers’ capacity, improvisation of Chinese teaching methods, and innovative approaches to Chinese teaching. In addition, the opportunities for academic exchanges and cooperation between Pakistan and China should be
increased which will definitely improve the current situation of Chinese language education in Pakistan and will lead to a strong educational, economic and political bond between the two countries.
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Application of Educational Technology in Higher Educational Institutions

Fouzia Ajmal*, Momena Batool**, Muhammad Hafeez***

Abstract

With the emerging demand and importance of science and technology, it has become mandatory for all the individuals, especially for those who are university students to be familiar with digitalization. The current study highlights and investigates the utilization of digital technology application in universities of Islamabad and Rawalpindi. The population of the current study is male and female students selected from the institutes of higher education of Islamabad and Rawalpindi. A sample of 80 students from public sector universities and 80 students from private universities have been selected through stratified sampling technique. The data has been collected by 5-point Likert Scale questionnaire. The results of the study indicate that most of the universities are using ICT tools in their teaching and learning system and these tools are proving very useful for the teachers and students. However, some of the adverse effects are also reported in the study like excessive use of internet inhibit the study habits.

Keywords: Audio Visual Aids, Pakistan, Students, Technology, Universities

Introduction

The importance of computer technology in teaching-learning process is critical today, as the world has become a global village. Students are not prepared for a specific region to live in; rather they are supposed to keep themselves abreast with the modern demands of the global market. Hence, the deep comprehension of the prevailing norms of the modern world around us and skills required to cope up with challenges are of prime significance (Cagiltay et al., 2019). The fast-paced human society is rapidly shifting toward digitization. Therefore, the digital literacy is considered as mandatory in modern pedagogy. In this regard, educational

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technologies are the most important and demanding aspect. Different subjects are now only relying on the different technologies. There are still many areas of subject which demands the technology and by using those technologies the performance of the student may enhance. Educational technology definitely enhances the student's performance. The study going to conduct is based on the assumption that by using the educational technology the performance of the learners improved (Solano et al., 2017).

E-technology, E-books and the internet are considered as critical sources of information collection. The undergraduate utilizes these sources to the fullest of their requirement and desire (Karaseva et al., 2018). The effective technology is only using in some particular institutes, this relationship analysis would explore the fact that which type of institute is providing the educational technological opportunities for students and which are not and what is the difference of the performance of the students of respective institutes (Sweller, 2020). The fundamental problem of this study was to comprehend the utilization of modern technologies in universities and its effects on the undergraduate students’ academic performance.

**New Demands of Learning**

Now, the important of technology is undeniable for us, as science and science and technology plays an important role in our lives. Everything has almost changed under the influence of science. Although, science and technology has greatly influenced the routine lives of modern man, but its impacts on education are of high value and significance. It affects the learning as well as teaching today. Today, teachers need to be competent enough to use and know how to use modern techniques and methods in education. The classroom has to be changed in different shape with the demands of time. It is to be just like a laboratory where in different hardware such as projector, tape recorder different record player, overhead projectors, and computer etc are lying. Resources available in classroom are considered as very significant as the learning process is dependent on the use of these teaching tools in classroom context. In 21st century classroom has to be changed from every aspect (Rather, 2004). Educational technologies and audio-visual aids are not different things and play equal role in learning process.
Keeping in view the importance of ICT in educational programs, the advent of the term ‘instructional technology’ is given place in teaching education programs. This new term is evidence of the expanding scope of the technology and its importance. According to Dash, (2011) these technologies are used to improve the learning process in the classroom context. With the help of these equipment the learning has become easier and amazing which was a bothering process once. These devices have made learning more convenient as well. The AV aid and technological aids like multimedia, sound device like speakers, online videos, and documentaries are considered as more helpful which heir a teacher in a good communication, classroom interaction and effective realization of the teaching object may be called instrumental aids in the field of teaching learning. Duret has rightly said, it is easier to believe what you see than what you hear; but if a person both see and hear, than he can understand more easily and it will be left more lastingly.

**Enhancement in Learning**

The children can learn more and more if they are taught interestingly. The children need experience, through experience of life they learn better. According to Jean Piaget If the child has seen more and heard, the more he wants to see and hear. In past Greek and Roman’s, they used more word, symbols and different pictures to convey their thoughts. Rousseau discourages the use of more words in education. Forebel also believe that child learn more from his natural surroundings and visit to a place or its sight through pictures and chart scan teach the child more than filling his mind with words delivered by the teachers in the form of lectures (Rather, 2004). Educational technology is largely a classroom supplement. Teachers can now easily access to film, projector, tape recorder, computers etc. Teaching machines are more effective in learning then text and printed material. They offer greater control over the changes involve in learning. The teacher normally supplements his verbal output with such materials. Educators believe that if technology is used properly and wisely, it could help to meet most of the educational needs. Similarly, issues related to learning context are resolved completely through enhanced experiences of the use of the media today. The teacher should take full advantage of the existing educational technology for quality education (Dash, 2011).
Awasthi, (2014) in her research paper concluded that the proper utilization of the Audio-Visual aids is facilitating equally to child as well as teacher. Teacher training program must be designed in a way to promote the use of aids in classroom. Use of these tools at broader level is possible if all the stakeholders of education make endeavors to inculcate these in educational programs. In this regards, management and governing bodies can also play a vital role in utilization of these tools. It is responsibility of Government and management that they should provide enough funds to buy teaching aids.

**Aims of Teaching with Technology**

The pathway of teaching and learning has become clearer through technology and equipment which are helpful in instructions. The validity and reliability of the tools is also decided in a unique manner. These aids demand digital skills for the utilization. Many hard concepts are cleared through the smart use of these helping AV aids. In views of Gandhi, the real essence of the education is hidden in appropriate training and use of bodily organs for the reception of information (Rather, 2004). We can get information at any time from any place with the help of technologies. Our education system is not improving because we are using the same model of education. The logical and rational cognitive capability is required for the purpose of utilization of this equipment. The technology in education programs is possible at different stages of learning process. Educators can use these technologies for demonstrations, presentations, and communication, and cooperation purpose in educational context. Computer related technologies were familiarized by us almost three decades ago. The conceptions about time and space are challenged and changed. In American, almost sixty percent undergraduate programs are ensuring online education to the students. Many institutes are now moving toward the multimedia technology. Modern educational technology with multimedia systems creates the preconditions for engaging all the senses in the process of acquiring new knowledge develop students’ creativity and provide more active students in teaching and learning. Because the computer science and information technology relevant content of education at all levels of education, from preschool to university (Bogdanovic, 2014).

Mangal, (2012) summarized some areas of operation of technology in term of topics and content taught during pedagogical practice and planning that are
development of curriculum, development of teaching learning material, teacher preparation or teacher training and use of the technology. Singh, (2018) described that usage of technology is facilitating in accomplishing rational set targets. This can also play great role in filling the gaps of instructors in an institute and meet the needs of all types of individual difference. Chandra, (2004) states that the University of Columbia used 100% allocated budget for the purpose to digitize the University. This investment was utilized for the fiber optics, networking, cameras, and conference facilitation and also for technological applications.

Similarly, the department of science and technology and center for higher educational policy in Netherland, conducted a study at 20 universities regarding technological model. This model of technology was launched at higher education level in 2001. The major countries where this study was conducted were: United State of America, Finland, UK, Germany, Australia, Norway, and Netherland itself. It was investigated in the study that the revolution of the utilization of information and communication technology, at larger level is not expected at higher educational programs in these countries. The process is very slow in acceptance. However, the changes occurring are due to the understanding of the utilization of these technologies. Those institutes who are accepting changes comprehend the standing and positions the keep and are more inclined to use the information and communication technology. The technology is utilized in many ways like in designing presentations, sending emails and utilizing available resources on websites. This has not replaced the methodology of teaching at large. Traditional method of teaching like lecturing is still being used in these universities.

Technology Introduced in Pakistan
It was 1990 when Pakistan accessed the internet for the first time. Allama Iqbal Open University, Islamabad launched online learning/ virtual program. The electronic courseware production center was prime project of e-learning. The Department of Computer Science developed this in two thousand one. Sangi & Ahmed, (2007) stated that the course packages and Learning Management Sources were designed and developed and made deliverable. Immediate after the commencement of the e-learning programs, AIOU was sponsored by Higher Education Commission in purchasing of JICA and other services. The University also purchased the service of fiber network. To enhance the virtual delivery of the
content, the university launched it FM radio for public. For the remotest and hilly areas, television programs were broadcasted. The online tutorship and conferences were also developed by Higher Education Commission-Pakistan. Pakistan Educational Research Network was established to enhance virtual teaching and learning and to connect with universities abroad. PERN added great to the online learning programs. Baggaley & Belawati, (2010) are of the view that the establishment of online digital library enabled students to get access to the data available on internet and increased the e-learning qualitatively. Similarly, during the wake of COVID-19, HEC instructed universities to prepare online course packages and generate Google Classrooms. Communication applications like Google Meet, Hangouts, Zoom and WhatsApp were utilized for real time interactions with undergraduate students. The instructors were guided to prepare online assessments. The quiz, assignments, projects and presentations were posted, received and checked by instructors online. Because of the nature of the Corona Virus, it was important to maintain social distance. The digital literacy played an important role during the process of learning and a sustainable environment was ensured.

Use of Internet and Student’s Performance
It is demonstrated in the study by Peng et al., (2006) that the undergraduate mostly utilize surfing on internet through searching for content related to their assignments and home tasks like projects and quiz. They mostly search data from search engines like Google compared to e-libraries. The study was conducted on self-efficacy in term of using internet. The students perceive search engines as more effective. In a comparative study by Brophy & Bawden, (2005) the Google search engine was compared with libraries. It was a matter of surprise that Google is more helpful in facilitating for accessing the content, while the e-libraries are good in collecting qualitative content. The knowledge gained is almost equally qualitative. The researchers recommended both the sources of information as useful.

Effectiveness of Audio-Visual Aid
The Islamia University of Bahawalpur designed a study to gauge the effective use of AV aids. To collect the data relevant to the purpose of the study, one hundred and fifty students and fifty teachers were given questionnaires to fill in from
faculty of Arts and Science. During the analysis phase, it was observed that the role of Audio-Visual aids is very significant in pedagogical context. According to Rasul et al., (2011) the effectiveness of quality is enhanced with the use of AV aids. The utilization of AV aids ensures motivating environment for both the stakeholders of the educational institute. The learning and teaching shift to the next level of innovation, interest and effectiveness if the use of internet is ensured. The instructors are supposed to check the instructional material before utilization in classroom context. ICT is considered equally good for teachers to use for instructional purposes in classroom context (Dutta et al., 2020). The barriers in learning process were observed if the institute has not sufficient computers to help the students. Similarly, the effectiveness and utilization of the AV aids especially in English as Foreign Language learning was studied at university level at Al Jouf University, Saudi Arabia. The utilization of the AV aids was found as improving and working method for EFL classrooms. Mathew & Alidmat, (2013) found that the learners find it very useful when it comes to their content needed to be covered during their studies. This is found that the Information and Communication Technology effects curricula and its development. This century is of science and technology. If we desire to update the educational environment, we need to inculcate the ICT in classrooms for digital literacy. Using of computer technology at education programs help teachers and students perform very well. It equips them with required skills. In the same way, Nisar et al., (2011) conducted their research on usage and impacts of utilization of information and communication technology in Pakistan. They selected population of their study form Rawalpindi. It was found that information and communication technology used for teaching and learning purpose pays off in many ways. It improves skills of the students as well as of teachers. The policy makers also consider it as helpful technology for planning purpose.

Changes in Traditional Methodologies

The traditional methodology of teaching that is lectures to a wider audience is now becoming old-fashioned in today’s world. Listeners only used to listen to the knowledge or information presented by the lecturer. Only black board and chalks were the tools used for teaching. But today the world is changing and more advance technology are preferred to be used in the institutions as an aid with the lectures (Bogdanovic, 2014).
Methodology
The population of the current study included male and female students selected from the institutes of higher education of Rawalpindi and Islamabad. The sample of 80 students from universities situated in Rawalpindi and 80 students from universities situated in Islamabad was selected from the population through stratified random sampling technique. Four universities namely International Islamic University Islamabad, National University of Modern Languages, Shaheed Zulfikar Ali Bhutto Institute of Science and Technology and Preston University.

The questionnaire was designed by the researchers. Data were collected from the respondents through the questionnaire developed for the students. The questionnaire contained seventeen items. It was close ended. It was divided into broad categories of use of educational technology affect studies, it facilitates students, student’s achievement can be enhanced, it is just the waste of time and it limited the teacher’s role. The researchers visited the universities and distributed the questionnaire to collect the data. For the analysis of data percentages were calculated.

Results
The main endeavor made in this study was to analyze and understand the importance of the utilization of computer technology at educational context at universities of Islamabad. This is the data analysis of the questionnaire filled by the students of the Private and Government universities.

<table>
<thead>
<tr>
<th>Technologies</th>
<th>%age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projector</td>
<td>85%</td>
</tr>
<tr>
<td>Internet</td>
<td>88%</td>
</tr>
<tr>
<td>Films</td>
<td>17%</td>
</tr>
<tr>
<td>Computer</td>
<td>95%</td>
</tr>
<tr>
<td>Radio</td>
<td>25%</td>
</tr>
<tr>
<td>Models</td>
<td>40%</td>
</tr>
</tbody>
</table>

The table 1 shows that 85% projector, 88% internet, and 95% computers, 25% radio, 17% film and 40% models are the technologies are used in universities.
Table 2: Percentages of Respondents about Technology Use in Universities

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agreed (%)</th>
<th>Agree to some extent (%)</th>
<th>Disagree (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational technology is being used in university</td>
<td>68.75%</td>
<td>10%</td>
<td>21.25%</td>
</tr>
<tr>
<td>Use of technology affects studies</td>
<td>75%</td>
<td>16.25%</td>
<td>8.75%</td>
</tr>
<tr>
<td>You understand the lecture more easily with technology</td>
<td>51.25%</td>
<td>15%</td>
<td>33.75%</td>
</tr>
<tr>
<td>Educational technology helps you to get information easily</td>
<td>67.5%</td>
<td>10%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Language skills can be improved by using internet</td>
<td>37.5%</td>
<td>22.5%</td>
<td>40%</td>
</tr>
<tr>
<td>Use of internet overcomes the reading habit</td>
<td>65%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Using technology in class take too much time</td>
<td>55%</td>
<td>10%</td>
<td>35%</td>
</tr>
<tr>
<td>Education information available on internet is always authentic</td>
<td>56.25%</td>
<td>15%</td>
<td>28.75%</td>
</tr>
<tr>
<td>Use of internet in university is just waste of time</td>
<td>18.75%</td>
<td>6.25%</td>
<td>75%</td>
</tr>
<tr>
<td>Teacher cannot manage their time while using educational technology</td>
<td>68.75%</td>
<td>21.25%</td>
<td>10%</td>
</tr>
<tr>
<td>Educational technology facilitates students in your university</td>
<td>76.25%</td>
<td>16.25%</td>
<td>7.5%</td>
</tr>
<tr>
<td>Teachers in your university know better how to use educational technologies</td>
<td>56.25%</td>
<td>13.75%</td>
<td>30%</td>
</tr>
<tr>
<td>Parent’s reactions are positive towards educational technologies</td>
<td>55%</td>
<td>18.75%</td>
<td>26.25%</td>
</tr>
<tr>
<td>Student's achievement can be enhanced by using different educational technologies</td>
<td>88.75%</td>
<td>0%</td>
<td>11.25%</td>
</tr>
<tr>
<td>Excess use of educational technology can be destructive</td>
<td>31.25%</td>
<td>18.75%</td>
<td>50%</td>
</tr>
<tr>
<td>Educational technology has limited the role of teachers</td>
<td>36.25%</td>
<td>22.5%</td>
<td>41.25%</td>
</tr>
<tr>
<td>There is no need to use technology in educational institution</td>
<td>6.25%</td>
<td>7.5%</td>
<td>86.25%</td>
</tr>
</tbody>
</table>

Table 2 depicts that 68.75% students of universities agreed and 21.25% students of universities disagreed that educational technologies are being used in their university. 75% students of universities agreed and 8.75% students of universities
disagreed that use of technologies affect their studies. 51.25% students of universities agree and 33.75% students of universities disagreed that they understand lecture more easily with technology. 67.5% students of universities agreed and 22.5% students of universities disagreed that educational technologies help them to get information easily. 37.5% students of universities agree and 40% students disagreed that language skills can be improved by using internet. 65% students of universities are agreed and 15% students of universities disagreed that use of internet overcomes the reading habit. 55% students of universities agreed and 35% students of universities disagree that using technology in class takes too much time. 56.25% students agreed and 28.75% students of universities disagreed that information available on internet is always authentic. 18.75% students of universities agreed and 75% students of universities disagreed that use of internet is waste of time. 68.75% students of universities agreed and 10% disagree that while using educational technology teacher cannot manage their time. 76.25% students of universities agreed and 7.5% students of universities disagreed that educational technology facilitates students in university. 56.25% students of universities agreed and 30% students of universities disagreed that teachers in their universities know better how to use educational technology. 55% universities students agreed and 26.25% universities students disagreed that parent’s reaction are positive toward educational technologies. 88.75% university students agreed and 11.25% Universities students disagreed that student’s achievement can be enhanced by using educational technology. 31.25% students agreed and 50% students disagreed in universities that excess use of educational technology can be destructive. 36.25% students agreed and 41.25% students of universities disagreed that educational technology has limited the role of teacher. 6.25% students agreed and 86.25% students disagreed that there is no need to use technology in educational institute.

Discussion

Teaching-learning process is a backbone of any country and plays a vital role for the progress of a state. The integration of information and communication technological tools (ICT) has altered the mode of teaching and learning (Saira et al., 2020). The entry of ICT in teaching-learning process has increased the efficacy of teachers and learners. In present century, ICT is an imperative part of every educational and economic organizations (Copriady, 2014). Nikolić et al., (2019)
stated in a study that the latest information and communication technological tools have the abilities to improve teaching-learning process. The acceptance and implementation of ICT in teaching-learning has changed the requirements of curriculum development and instructional design (Hafeez et al., 2021).

The 21st century is called a digital century. The ways for application of information and communication technological tools in teaching and learning process have been changed. Various information and communication technological tools are available for improving the teaching and learning process (Dhital, 2018; Razak et al., 2019; Kibuku et al., 2020). The integration of ICT tools in teaching-learning process has improved the educational systems. The online learning system has also improved due to the application of modern information and communication technological tools. Now internet, multimedia, skype, zoom meeting tools are available to make the teaching and learning process valuable and useful (Muslem et al., 2018; Vershitskaya et al., 2020).

This research study focused on the use of educational technologies in universities of Islamabad and Rawalpindi. By taking two cities as a population or sample this research study is different when compared with the previously done researches. There is change in higher education, use of internet and students’ performance, usefulness and effectiveness of audio-visual aid (Rasul et al., 2011), and utilization of the information and communication technology for educational purposes. This research study helped us to find out that both Islamabad and Rawalpindi universities are using educational technologies in their institute. In future it will help to study the degree of using these technologies in both institutions.

**Conclusion**

Considering the findings of the study it can be concluded that projector, computer, and internet are the main things which are used in universities. Students agreed that use of technology affect their studies and they understand lecture more easily with the use of educational technology. It was agreed by large number of university students that ICT/ computer technology like internet help them to get information easily and overcomes the reading habit. Students disagreed that their language skills can be improved by using internet and it does not take much time. Moreover, the students disagreed that using internet is just
waste of time. Students agreed that teachers in their universities know better how to use educational technology and their parents have positive reaction toward educational technologies. Students’ achievement can be enhanced by educational technologies but using these excessively can be destructive. It can be said that use of educational technologies facilitates students in university.

**Recommendations**

- Different types of educational technologies may be used in a proper way in higher education institutes.
- Lectures may be given by using different technologies so that student will understand easily and quickly.
- The technologies like internet, computer may be used so that students will get information easily.
- There may be proper training system for teachers so they will be able to use these technologies.
- Different types of new technologies may be provided to higher educational institutes.
- Allocation of budget for educational technologies may be increased.
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*University of Wah Journal of Social Sciences*

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Covid-19, and the Educational System of Pakistan
An Assessment

Muhammad Hassan*, Muhammad Rizwan**

Abstract
This research regarding the impacts of Covid-19 on education sector of Pakistan analyses the situation resulted in the wake of officially declared pandemic by the World Health Organization. Like most of the countries, Pakistan faced serious repercussions in this regard; trade, industry, health and tourism have badly affected; however, unbearable loss to the education sector has almost shaken the country. This paper strives to highlight that how every sector especially education in Pakistan has been severely paralyzed by activities related to the coronavirus. Yet every possible effort has been made by the authorities to prevent the disruption of education by using online system of classes with the use of various apps including Zoom, Microsoft Team and WhatsApp etc. The adoption of Learning Management System (LMS), use of hybrid classroom and broadcast on television have been new ideas to be adopted in the wake of this pandemic. This research pinpoints that how a developing country like Pakistan, generally appears to face a challenge due to non-availability of valid tool, system and skill that caused damage to the education system of the country. Main objective of the study is to analyse the challenges, worries and impacts of transition process from formal to digital education. This research has focussed on the impacts of this pandemic on education sector, which has already been facing lack of basic infrastructure including trained teaching staff and modern equipment for tangible results.

Keywords: Pakistan, Corona Virus, Education, Online Learning, Teachers Training

Introduction

Year 2020 proved a time when almost entire world suddenly faces an unprecedented threat known as “Corona virus”. This world has seen many bad and fatal epidemics before e. g. black death, Spanish flu etc, but the outbreak of the Corona Virus in the world’s most progressive century is astonishing. In December 2019, it was first diagnosed in the Wuhan city of China, and spread from
city to city and then to the rest of the world. The virus later forced the world to shut down all educational and business activities (Malik, 2020). Due to its rapidly growing bad affects World Health Organization declared it pandemic and immediately ordered to take precautionary measures against it. As a result, even poor countries had to suspend their business and educational activities for unspecfic time. That resulted enormous breaks in the education sector across the globe. Academic activities throughout the world have been severely affected especially in those areas where online system was not so developed. Due to the strong economy, every child there has access to laptop, mobile and internet so there is no problem for children’s online learning. On the other developing countries like Pakistan has faced many hurdles with online learning. Along with the fragile economy, there were significant challenges for Pakistan in the fields of education and health. Rising unemployment, on the other hand, pushed the GDP rate from 5.8 % to 0.98% and fiscal deficit also fell up to 10% and there is a risk of further fall (Malik2020). The figures in this regard was alarming, “The pandemic has caused food insecurity as an additional 2.45 million people now suffer from food shortage. Already, one third of Pakistan’s population are living below the poverty line while 66% of the population or 145 million people living in poverty require immediate relief” (Ministry of Education, 2020).

Educational and sports activities around the world were suspended to prevent the growing effects of the Corona Virus to save innocent children from the epidemic. Like most of the underdeveloped countries education is mere a dream for most of the children in Pakistan; about 300,000 schools were closed due to pandemic. According to the World Bank, the poverty rate in Pakistan has reached a very high level of 79% (Ministry of education, a 2020). However, an estimated 930,000 out of the 22 million that are already missing school in Pakistan are being pushed to dropout by the Pandemic” (Ministry of education, b 2020).

Like other social evils poverty in Pakistan has risen to such an extent that after a six-month suspension of educational activities, nearly one million children have not yet gone to school. Corona Virus is causing a decline in employment, poverty as well as education. At the same time women’s education is under serious threat. Due to the lack of internet, laptops and mobiles, millions of students were deprived of online teaching, the negative effect of which can be seen in their lack
of mental and physical abilities. Due to global sanctions, Pakistan also had to take a lockdown to prevent the spread of the Corona Virus. February 26, 2020 was a dark day in the history of Pakistan when two cases of Corona Virus were reported, three more cases diagnosed during the week and then the number began to increase. However on 15 March, 2020 all schools, colleges and universities were closed indefinitely and sudden closure of educational institutional hit the academic activities of urban and rural students. Although the government broadcasted programs on PTV and radio but on the other growing poverty and lack of TV, mobiles, laptops and internet, online learning was just like a dream. Power shortage and unavailability of broadband internet connection were once again a headache for those students who had access to desktop and mobile phones. The prices of electronic gadgets have become a major challenge for poor families.

**Theory and Method of Study**

The study is basically of qualitative in nature that required data has been composed through content analysis including both descriptive and analytical study of the issue. By looking into the nature of the study, it mainly relates to analytical process comprised on the contents, critiques and remedies proposed by different authors, researchers and scholars. In this regard both primary and secondary sources of information with references have been be utilized when and where it was needed. In primary sources interviews, questionnaire along with observation have been used whereas secondary sources including research papers, books, articles published in newspapers and magazines have been used to validate the arguments for an operative investigation. During this study the problem of collateral damage to the academic life of the society has been discussed partially in the light of attachment theory along with economic factors mainly as revealed in the “Economic Interpretation of History”. The attachment theory is basically a psychological theory which uses to analyse the formation and commotion of bonds transversely the life-span from an evolutionary viewpoint. In addition to academic loss, psychological disorders such as anxiety, depression and post-traumatic stress have caused more damage to the Pakistani society.
Impact on Economy

Education and the economy have a strong relationship because a strong economy provides technology-rich education. COVID-19 shook the world’s strongest and most stable economies, as well as the education sector. The outbreak of the epidemic in Pakistan has caused untold damage to the economy and the education sector, to prevent further damage from the epidemic, the government immediately imposed a nationwide lockdown on 24th March, 2020. The lockdown has had a devastating effect on the lower middle class and the poor, daily wages labourers, workers and drivers faced difficult condition, on the other educational institutions were closed for a long but indefinite time. Almost 40% people working in private companies lost their jobs in the months from April to August. Food inflation which was 4% in 2018 rose up to 9.6% in 2020 due to Corona Virus. Due to Shutdown of businesses, markets and developmental activities, thousands of Pakistanis abroad also returned home after finding employment (Muhammad, 2020). “In the summer of 2020, close to 54% household reported a sharp decrease in earning, manifesting elevated poverty and hunger across the country” (Pakistan Telecommunication Authority, 2020).

The government launched Ehsas Emergency Cash Financial Relief Program on April first, 2020, to help those in need and almost 144 billion rupees were distributed among the 112 million families. In June, the government divulged an Economic Retrieval Strategy of 1.2 trillion rupees to help the declining economy. State Bank of Pakistan also cut interest rates to 225 basis points to avoid cash flow problems. On September 15, 2020 physical education and business activities finally resumed with SOPs strictly observed. In November 2020, the second wave of Corona Virus once again closed education but business activities continued under Smart Lockdown. The third wave of Corona Virus came in March 2021, resulting in 20% more Corona Patients and deaths. Not just in Pakistan, but in every country of the world, all three waves of Corona Virus caused great financial and economic damage (PTAa, 2020).

“The pandemic COVID-19 has affected 220 territories, regions and countries and resulted in more than 174.116 million infectious deaths. 3.75 million and 157 million positive cases fully recovered from this infectious
Covid-19, and the Educational System of Pakistan: An Assessment

Pakistan economy reported GDP negative growth 0.05 for the first time over the last 60 years in 2020” (PTAb, 2020).

Poor health care system on the one hand and unstable economy on the other have posed many challenges for Pakistan, which will take a lot time to recover. Nearly five million people have lost their jobs due to the temporary closure and reopening of factories and industries. Though smart lockdown has helped stem the spread of the virus, it has also led to a significant increase in unemployment and negatively impact people’s quality of life. The government implemented a complete and smart lockdown form March to June 2020, which resulted in no real growth in GDP and a negative 2.0% growth rate in 2020. Pakistan also faced some stages of financial mislays such as declining claim, shortage of raw materials, disruption in trade, transport and cancellations of export orders. Corona Virus has had a devastating effect on the Pakistani economy, with the worst and most devastating effects on educational institutions, in addition, the intellectual and mental abilities of Pakistani children were severely reduced.

Educational Challenges for Students
An estimated 50 million schools in Pakistan have been closed due to the Corona Virus, it was the first time for children to try to fill the gap in education through online education. Attempt to lunch mobile, laptop in all public and private schools and colleges, but in the beginning, the biggest problem was the availability of smart phones and stable internet. There was almost no internet supply in the remote areas of FATA, Balochistan and GB.

“Pakistan Telecommunication Authority estimated in cities home broadband is very costly and penetration of smart phones is 51% and regular access to digital devices and bandwidth is in the hands of one million children only” (Dawn, 2020).

An estimated brought into notice during Corona Virus, that online learning has been carried out mostly by private schools, while in government institutions there was no e-learning; their students were only connected with PTV special transmission. From April 13, 2020, online classes from grade 1 to 12 are being telecasted on PTV on every day except Sunday (Shahzad,2020). It was a successful
experience of e-learning but due to load shedding most of the students could not take complete lessons. Federal Education Minister also expressed the possibility of opening the Radio School. Access to Television, radio and internet among household could be observed through this data.

Table 1: Asset ownership in Pakistan

<table>
<thead>
<tr>
<th>Percentage of households that have asset</th>
<th>Across all groups</th>
<th>Poorest 20</th>
<th>20-40</th>
<th>60-80</th>
<th>Richest 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any remote learning technology</td>
<td>63%</td>
<td>15%</td>
<td>45%</td>
<td>74%</td>
<td>90%</td>
</tr>
<tr>
<td>Television</td>
<td>62%</td>
<td>15%</td>
<td>45%</td>
<td>73%</td>
<td>88%</td>
</tr>
<tr>
<td>Computer</td>
<td>15%</td>
<td>50%</td>
<td>3%</td>
<td>7%</td>
<td>15%</td>
</tr>
<tr>
<td>Internet</td>
<td>12%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>9%</td>
</tr>
<tr>
<td>Radio</td>
<td>8%</td>
<td>7%</td>
<td>10%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Internet and Computer</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>1%</td>
<td>4%</td>
</tr>
</tbody>
</table>


It is the best benefit of Radio school that it does not required internet dependency but there is also problem of not being able to pause or rewind the program. Prime Minister announced a “Student Relief Package” in which cheap internet packages and easy duties on smart phones were ensured for students. However, due to poor economic condition most of the parents could not buy these devices for their children. In addition to this, insufficient mobile space frustrated most of the parents. Yet many applications including Tele school and Taaleem Gar etc strived to save the future of nearly 39.6 million students of the country (United nation, 2020). Still most of the parents were worried on the closure of academic institutions and the biggest advantage was the cancellation of Board and University Exams.
“According to the report of UNESCO, 87% student across the globe has faced school and university closure. 1.5 billion Learners all over the world could not attend the academic activities because of the steps taken to reduce or stop the spread and loss from the Corona Virus” (United Nationa,2020).

In the light of the Pakistan National Education Response and Resilience Plan (K-12) report:

“The continued closure of education institutions means the loss of learning for children that will further widen the gap between the expected years of schooling and learning adjusted years of schooling and will potentially increase dropout rates and therefore the number of out of school children. The crisis has the potential to further increase educational disparities as a result of the spill over effects of an economic recession, due to COVID-19, which will magnify the existing rural-urban, gender, and socio-economic divide with the potential to increase the prevalence of child labour both in the short and long run. There is a great risk of children being pulled out of education due to the increased need for child labour, or to assist their parents in work and at homes. Geographically, rural areas and urban slums are high-risk areas with more than 70% of current enrolment and large pockets of already out of school children not enrolled in any educational institution. Similarly, girls are already less likely to be enrolled in school than boys. In crisis situations, girls are twice as likely to be out of school and face greater barriers to continuing their education. The situation calls for a comprehensive approach for continuity of learning, mitigating the spill over effects of an economic recession and safeguarding an already weak education system” (Express Tribune, 2020).

Six months from 15 March to 15 September 2020, were severely confused for learners, it not only created uncertainty about broad exams. In point of fact constant usage of internet devices, staring of screen and wearing of headphones for a long time remained a painful experience leading to anxiety and depression
etc. Similarly, lack of physical activities including sports etc is also causing depression and poor mental health.

**Challenges of E-Learning**

In Pakistan about 76.38% million population are using internet out of 220 million, it means it makes up 35% of the total population and 17% of them use social media, this clearly shows that a very small part of the population is using the internet. In a country where more than half of the population is unfamiliar with the internet so online learning was the most challenging task. It is quite noticing that with three students and one Smartphone, how is it possible for all three to take their online classes on the same mobile phone through the same app at the same time? And from this point bad psychic imprints and lack in endurance were seen among children. It is also very difficult for an average and poor family to buy separate laptops and mobile phones for all the children. Many challenges for students from poor families have hampered the delivery of education. PTV transmission and radio school for government school children, while e-learning courses of AIOU and Virtual Universities for bachelors and PHD level were smart initiatives but they also had a lot of flaws because a lot of lessons were lost due to lack of power shortage (Jeeva, 2020). These lessons were not repeated and sometimes the pace of the lessons was so fast that it was difficult for the student to hear and take notes at the same time. Private schools and colleges on the other hand continued online learning with its students through Zoom, Google Classroom and Teams and WhatsApp groups have also created for each class to improve e-learning process with the kids. Teachers were not technically trained it resulted a huge decrease in coordination between and teachers.

“To strengthened blended distance and online learning, there is a need to provide more awareness and accessibility to MOOC, Courses and EDx. Though online learning in Pakistan is at nascent stage but it needs further investment to create more adoption and overcome limitations” (Akram, 2020).

Due to COVID-19 students, teachers and educators first time made a link with distance education, in which many more problems were faced by the students especially lack of internet, computers and mobile phones, lack of equipment like
microphones and headphones, sound problems and connection problem to the live lessons/classes. There were also some technical issues like file upload problems, system log-in problems and video problems. There was a lack of communication from instructor and teacher, online method of explaining natural science subjects were too unsatisfactory, teacher’s knowledge, skills and attitude were not up to the online learning standards. No sufficient feedback from teachers and students side were observed, online learning was basically one way driving in which there were many hurdles with no positive output.

Exam Marking Strategies
Changing trends from centuries old classrooms to technological based online learning was a new experience for the entire world, but marking strategies were severely affected by COVID-19 on large scale. Different strategies were used by different countries for accessing and evaluating the learner’s abilities and level. After taking a deep consideration, developed countries like Norway decided that all 10th-grade students will be granted a high-school degree. Similarly in Britain all exams were postponed for public qualifications (The News, 2020). It means that European Countries left no stone unturned. The situation in Pakistan was quite opposite because sometimes the exams were cancelled and sometimes re-dated. In schools, children up to eighth grade passed without examination. While at university and college level traditional exams were replaced with online assessment gadgets (The Newsa, 2020). Though that was not acceptable by either teachers or learners, and graph of errors during assessment was larger than normal. The career of graduates ruthlessly affected by the Corona Virus but academic performance of average students was badly affected due to the non-availability of regular assessment tools.

Google forms commonly known as Google Online Quiz succeeded to check the ideas of learners, it was basically multiple-choice quiz so brainstorming of children tested through it. Other than that, no other marking source was available in the first six months of Corona Virus. Majority of youngsters had strange opinions like “We will be upgraded, so what is the use of studying?” This condition occurred frequently in those families where parents were not well aware of the disadvantages of being away from education. A lot of dropouts in online learning resulted due to this fact.
“In addition to learning disadvantages, the economic impact on households likely to widen inequalities in academic achievement. Experimental evidence shows that children from the poorest families are much likely to complete basic education as well as lower secondary and in Pakistan, this distribution is more than 50%” (BBC Report, 2020).

The education commission seemed fail to present podium where pupils could enter their grievances about e-learning and online classes so they could be better solved in the future. Many universities in the world took “Open Book Exam” and students completed their written exams using the internet and books. One of the advantages of Open Book Paper is that it allows students to think critically, but the disadvantage is that they can also copy and paste answers in the exams through books and internet. Matriculation and FA board exams cancelled in Pakistan and children promoted to the next class, even below average students also awarded with new level, so the huge gap between brilliant children and average level students was gone (BBCa, 2020).

**Overall Impact on Education**

Devastating impacts of COVID-19 on the education sector have been observed throughout the world. It is expected that due to corona world’s economy would see an inflation of about 8.5 trillion dollars for the next two years. 34 million people from all over the globe have fallen into the mire of extreme poverty. Of all the sectors in the world, the one that suffered the most by Corona Virus is education system. E-classes had commenced in private institutions whereas students of government school were limited with online classes aired on state television. Parents required from the private institutions that school fee be halved or waived but on the other school administration was of the view that they also have to pay their administrative staff and teachers. During the first wave of COVID-19, the government announced that private schools would not charge 20% of the fees, but it was not implemented in most of the institutions (World Bank Report, 2020).

In the light of UNESCO announcement on June 28th, 2020 it has been decided for closure of educational institutions including schools and colleges across the world due to which more than 1 billion students were badly affected. Only few nations
decided not to close the institutions due to Virus especially Switzerland, Sweden, Ireland and Greenland (United Nations Report). According to recent research, more than 46,803,407 students are directly and indirectly affected by Corona Virus in Pakistan. Different strategies were adopted by different institutions; some stopped physical teaching whereas some moved through online classes which were although considered a perfect solution in the short run but not for all stakeholders. Like other parts of the world in Pakistan too economically deprived classes who used to run their house on daily wage etc. lost their livelihood during continuous lockdown (Ahmed, 2020). The 2017/18 data reveals the students in village schools were dropout of school midway, the financial problems and limited work availability were major factors. In addition to this, it is believed that unlike developed countries, here in Pakistan kids belonging from financially settled families will continue their studies, however, poor families may not be able to continue their education.

“Affected learners in Pakistan stands at 46,803,407 reported figure. It will also increase at pre-primary level are 8,636,383, at secondary of 13,357,618 and at tertiary level of about 1,878,101. However, this is not the first time in Pakistan that schools have been closed, many times schools remained closed at the provincial level due to various circumstances for example ago due to smog that gripped most parts of Pakistan. It is very sad that millions of children in Pakistan are out of schools due to poverty. Pakistan education system is currently going through a very dangerous situation. Pakistan needs to come up with a better policy to deal with all problems. Corona Virus has brought great difficulty in the field of education, now it’s time to prepare at all times to formulate a sound policy to meet all the challenges that lie ahead” (United Nations Report).

Education is deeply affected by Corona Virus, but also weak internet has badly hindered the education sector of Pakistan. Its users are increasing in urban areas of the country most problematic challenge is to connect 60% rural generation from old feature phones to android smart phones.
Disadvantaged Students

With the growth of COVID-19, the institute of Education Policy observe the fact that the real disadvantage students are average students and they are one and half year of learning behind other learners. The equity gaps were widely evaluated during the pandemic. The adolescents are the most affected students among others. In the field of education, Pakistan received a large amount of money as a grant to remove the negative effects caused by Corona Virus. Ministry of Education Pakistan increased the level of coordination between federal and provinces and drafted a comprehensive plan in order to safeguard youngsters’ protection and education during the COVID-19 (United Nations Report, 2020).

“In May, Pakistan received a US$20 million GPE grant to strengthen the federal and provincial governments’ capacity to respond to and recover from the COVID-19 crisis while building resilience to future threats. While the GPE program targets the entire country, the focus will be on vulnerable children, particularly girls, who live in remote areas with limited access to technology. The implementation of the GPE grant will be facilitated by the World Bank the grant agent which will ensure the
grant is appropriately managed. In conjunction, UNICEF the coordinating agency will coordinate the work of the local education group to ensure harmonized support in addressing the unprecedented challenges caused by COVID-19. The allocation of $140,000 by GPE to UNICEF for system level response has already been instrumental in the development of Pakistan National Education Response and resilience plan for COVID-19 to guide the safe reopening of schools and ensure the continuity of learning” (Falak, 2020).

Almost 11 million students and teachers received GPEs program aid, and key objective of these efforts was to grasp about 19 million students who before COVID-19 were already not going to school (The Express Tribune, 2020). This program also provides funding for the development of learning materials and A-V-Aids for kids of, living in countryside of Pakistan. This program is helping Students to receive learning tools, home-based projects, stationery and resources, it could reduce the equity gap and improve the success gap between advantage and disadvantage learners.

**Problems in Concentration**

Distance and online learning, may confuse the students often causing ambiguity. Staring at computer for hours and watching it carefully caused many diseases and health problems in students including vision problem or headache etc. in addition to this, the children from 3 to 5 years age needs social, emotional attachment and communication with classmates and teachers, that environment is necessary for the young minds cognitive development. Online classes required more time, energy levels and concentration period of students gradually decreased. Similarly management of time often becomes a challenging task for both instructors and learners. It has been widely observed in a report that children from rich and financially settled families spent 30% more time on a daily basis in comparison with poor and financially weak families. When majority of students cannot attend the online classes power problem, they also complained about their inability to realize the situation. In a report it is evaluated, “The transition to online learning was too fast for teachers and students alike. Teachers were also struggling to navigate this newfound territory. Arise has been observed in youngsters facing
mental health condition during quarantine, most of the students were stressed due to exam anxiety and career delays” (Akram, 2020).

Many pandemics have been experienced by the entire world population, but in 1817 Spanish flu engulfed everything and affected millions of people all around the globe. There is currently no research on that time period to describe how it affects people’s mental health? This question is still unresolved, but COVID-19 has had a profound effect on the human’s brain. Corona Virus has totally changed the people’s normal life and daily routines.

**Insufficient Teachers Training**
The epidemic has shocked the teaching community around the world who were not only unwilling to accept and support online learning and also were not ready to accept new teaching methodologies. In this period of crises, there is a need to train well and effective teachers. The situation of teachers training in Pakistan is already critical. 43% of school teachers have never been received any official training.

“Conducting teacher and head teacher trainings and orientation sessions for different learning modalities, development of short assignments, assessment methods according to “Distance Learning and Blended Learning Competency Standards and Assessment Framework”, providing school teachers and head teachers with necessary guidance and tools for community outreach (through safe methods) and follow ups including dissemination of learning content and engagement with learners in the community through different methods; this will include peer support groups and/or free call-in numbers (or mobile phone credit) for guidance” (The News).

Like most of the third world countries, Education management in Pakistan is divided into three parallel layers since independence, the public schools, madaris and the private schools. All three have their own syllabus and curriculum. It is widely observed that Private schools try to provide sufficient training to their teachers with modern technologies and taxonomies while madaris basically follow the old traditional methods and teachers who have professional education degrees
can get a job in public schools yet their old impressions sustained. The training is dire need for the three systems of education and very important for positive and immediate learning outcomes. It is deeply observed during COVID-19 that good teachers training is the basic requirement, and it has become necessary for teachers to become acquainted with modern technology (The News).

Teaching workload is increasing at all levels to meet the additional requirements and create a standard process of assessments and examinations; this should involves various options for feeder teachers NCHD’s in Government schools partnering with other stakeholders to meet the need of additional teachers such as “Teach for Pakistan.”

New Trends in Education
The COVID-19 has been reshaped the teaching learning process and techniques along with health safety of both teacher and students. This unusual catastrophe requires adopting short term strategy but could provide a passage for long term systematic in order to strengthen the entire education system of Pakistan. Launched in May 2010, the American Online Learning Platform with 50 million
students around the world and 57000 instructors. Providing curriculum in more than 56 languages, it is also engaged in spreading knowledge in Pakistan for many years (Malik, 2020). Another American Company Khan Academy offers school and college-level exercises, dashboards for teaching science, computers, math and history; it is also helping to clear the academic concepts of students at home (Malik, 2020). Different technological based learning is emerging on the academic screen of the world, nanotechnology, robotics and metamaterials are changing the shapes of education, research and creative learning.

To meet the crises of COVID-19, Centre for Economic Research in Pakistan (CERP) have launched another digital base for students, it will soon be provided in all over Pakistan. To provide digital education to low resourced areas of Pakistan is very challenging, it seems impossible to have smart phones and laptops in growing poverty. Average household in Pakistan have one smart phone on the other poor families who lives in rural areas and depends on daily wages cannot get access to the digital education. With a tragic poverty rates and inflation, new learning opportunity in Pakistan seems very challenging. Gap between all categories of families is being increased. In order to join education with recent technological smart learning, it has become essential that digital learning should be provided to every school, college and university going students, otherwise 80 percent Pakistani children and youth will not be able to compete with the challenges and requirements of 21st century.

Findings

This study found that, according to the different authentic reports 1 billion schools were affected in different level of schools. Affected learners in Pakistan stands at 46,803,407 reported figures. It will also increase at pre-primary level are 8,636,383, at secondary of 13,357,618 and at tertiary level of about 1,878,101. In resulting of COVID-19 number of students faced challenges in developing countries especially in Pakistan. Like internet issue in rural and urban areas, expenses of computer laptop devices, internet devices, trained teachers toward technology, loss of concentration level, psychological problems with students, time management challenges, teachers are not ready to adopt change, loadshedding issues, (for the student those are taking class from PTV), challenges of modern equipment and methodology to move from traditional to remote teaching,
teaching. Madrasa education faced as they people were not moves to the online classes. Based on the findings this study recommended, Government should take the step to overcome these issues to continue the e-Taaleem, although bit difficult for a developing state but splitting in different phases with available resources is the only salutation in this regard. In addition to this long term strategy is critically needed because the pandemic fallouts will not be over at once but we will have to stay it with irrespective of its intensity.

**Conclusion**

At the end of this discussion, it is concluded that current wave of Corona virus, which has been first diagnosed in the Wuhan city of China finally compelled the entire World to the closure of economic, social and educations institutions in one way or the other. However, about 188 countries have closed the academic institutions leading to unprecedented situation in the history of educational values. Being developed nations, most of the European, Southeast Asian and American nations shifted their conventional system into already established digital setup, which could be operated from anywhere without formalities of office desk. On the other hand, developing nations including Pakistan has to face a serious challenge to cope with the situation. Non availability of requisite infrastructure became a major reason in this regard. The most important drawback has been faced by the educational institution where the lack of trained staff and non-availability of management system became a major factor. The paper during the course of research has tried to find out these two weaknesses in Pakistani perspective by analysing the current post-corona situation. Unlike developed World, the nature of problem is bit different in most of the Third World countries including Pakistan. They are facing the challenges at almost all levels including primary, secondary and higher levels. Similarly, physical education having a unique place could never be a fine substitute but that was the only solution for connecting with education. Due to poor and economically deprived majority students are unable to use Zoom, Whats App, Google classroom and Microsoft team apps which are necessary for the online structure. played a positive role in spreading education, but it was very difficult for developing country Pakistan that it could base its education on modern basis, inflation and the lack of basic infrastructure is a common occurrence. Public schools children were limited to some specific lessons aired on the state-run PTV Home, but dropout ratio was
staggering almost 80% students from urban and rural areas were away from the academics. As discussed earlier, this epidemic left a devastating effect on the educational system of the country, this was the major and most challenging phase towards the digital learning besides old methods of traditional education.

Although as per official figures, Pakistan has received grant of $20 million to meet the challenges of education, but exam marking techniques created a huge flaws for the instructors. In addition to this, during the online learning no appropriate device is provided to evaluating the students’ abilities. Although some institutions used “Google online quiz and open book exam strategies”, but these methods were never compete with the formal examinations in one way or the other. It seems that online classes are keeping the students extremely confused, in spite of having will for learning, number of the students are suffering mental disorders especially anxiety and depression. In addition to this, having three parallel education systems with their different level of accessibility to the digital technology is the biggest hurdle in way to achieve desired goals. To face the challenges of the time Pakistan should focus on the digitalization of education sector, irrespective of their class by providing equal access to the digital technology because the current wave of Corona Virus has taught us a lesson of readiness for the digitalization of our education system with utmost urgency.
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Archaeo-Tourism and Heritage Management
A Case Study of Taxila Valley

Owais Khan *, Muhammad Zahoor **, Anus Mehmoond Arif ***

Abstract

Taxila is the most famous World Heritage site in Pakistan. It is facing different problems from its executive departments as well as there are issues of tourists visits in the adjoining areas of Taxila. It is crucial to analyze the current situation and solve the problems at the management level and save “World Heritage Site.” New strategies are designed to regulate further, the data and the implementation plans. The findings of present research are based on effective management plans for the development of heritage sites. The study has given guidelines to the department of heritage and tourism as how to manage tourism effectively to decrease the damage done to these sites after the tourists’ visits. The tourists from Pakistan and abroad mostly pay a visit to cultural heritage sites of Taxila, as a result, the places suffer from irrecoverable damages.

Keywords: Archaea-Tourism, Khyber Pakhtunkhwa, Taxila valley, World Heritage.

Introduction

Tourism is a developing industry with rich prospects for any country, like provision of business and employment chances. It helps to grow the country’s economy and promote the culture. It also makes the people of that place feel proud of having their culture and traditions. It encourages them to preserves and protects the norms and culture’s tradition. Tourism also links various cultures and shifts thinking patterns, morals and innovations from one culture to other. According to Smith, (2004: 33-35) if tourism is not well organized or managed carefully, it can be dangerous for both culture and environment.

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In order to improve the country’s travel industry a survey has been made. It has been observed that there are financial pros, decomposition of the old sites is hazardous to mark as archaeological sites for the foreign tourists (Baloch, 2007: 45). The research discloses the observations and presents some practical strategies to achieve reasonable improvement in the travel industry, though gradually. Tourism requires regulating the tourists’ visits; tourists should travel one cultural site once a year. As per WTO world tourism organization, tourism is one of the world’s most important and rapidly growing industries, and it is the most prominent factor in determining a country’s economy. Although the sites for tourism are few due to limited required facilities for the tourists, Satpara Lake, Skardu Rakaposhi, and Lahore Fort are some of the places for International tourism in Pakistan. Provision of more tourists’ destinations with management of required facilities i.e. health, security, accommodation etc. can develop tourism industry in Pakistan.

Archaeological tourism is a form of cultural tourism that focuses on elevating people’s interest in the archaeological sites and their protection. It is the extended-term which includes a product’s diversity linked with the elevation of understanding public archaeology, which provides for museums visit, different sites of archaeological, analysis centres, renovations of historical existences, and rediscovery of ancient products, festivals and theatres. There is a thin line among the heritage cultural area and archaeological sites, which harms them, resulting in gratifying invasive tourism. The Archaeologists are bothered that tourism has inspired the community and people in specific techniques of perceiving and expressing the past (Isherwood, 2014: 89). The archaeological site is prioritized by ticket fee, tourist board and souvenir revenues. However, there is still a question about whether the historical site should open for public or keep it close to make the site out of danger.

Pakistan was marked as the 'next popular thing' which is more likely to be remembered in the tourism sector. Pakistan has the world’s top destinations for travelling and visiting according to British backpacker society classification done in the year 2018. Grappi and Montanari, (2011: 1128–1140) describing Pakistan as the number one country has unbelievable mountain sceneries, and it is beyond travelers expectations. After the earthquake of 2005 in Kashmir, (The Guardian, 2007:33) post about the top five Pakistan tourist sites, this promotes the country’s tourism industry. These sites included city Karimabad, city Lahore, Saiful Muluk
Lake and the Karakoram Highway. A specific period of the year contains events like religious festivals, sports, arts and crafts, historic forts, museums, and folk festivals. It is stated by a report in 2009, Pakistan has one of the top 25 tourist destination for its sites. Pakistan has places extended to Indus Valley Civilization nearly 5000 years ancient, including Harappa and Mohenjodaro (Pl. I-III). The choicest destinations by tourists are Lahore, Rawalpindi, Khyber Pass, Karachi and Peshawar.

As heritage or cultural tourism is not a precise term, some people call it heritage tourism, and others call it cultural heritage tourism (Cultural and Heritage Tourism Alliance, 2002). Material and emotional aspects of society are a part of a culture which including the art, how to live, literature, customs or rituals are highlighted components (UNESCO, 2001). There is a plethora variety of languages and culture in the world. Nation trust represents the definition of cultural heritage: “travelling to get some know-how about the places and activities that represent the actual stories and people of a different time. It mainly consists of historical, cultural and natural resources (Cultural Heritage Tourism, 2005)”. First one does not cover every point, whereas the other one makes a sense and define tourism. Culture and nature come under the term heritage. It is a vast world and consists of ancient collections, different archaeological sites, folks, and many more things related to human civilizations. As it maintains the processes of growth and progression of culture, therefore it allows the generations to know and value the development.

During the archaeological exploration and revealing of Taxila heritage, a significant number of data is collected, perceptible and unreal. It (cultural heritage) plays an essential role in a country’s good fortune and successful status. It should deal with genuine care, management, and resources to keep it notable among national and international standards.

i. In what ways demographics and specific travelling plans have to affect the findings or ruling of referral groups?

ii. What are the critical points of pride and prospects for tourists concerning Cultural Heritage sites?

iii. Which type of arrangement should be applicable for maintaining Cultural Heritage sites?

iv. What is the influence of archaeology and cultural tourism?
The Implications of Tourism

Tourism has so many advantages; it plays a vital role in boosting the economic state of a country, endorses culture, reduce unemployment, give benefits to natives in terms of provided that with excellent and right set-up, excellent health facilities and enhanced communication system, as the Government will going to give attention in investments making when tourism rate is high in the country. Tourism is defiantly changed the behavior and local’s attitude; it elevates their way of living.

In Pakistan, there are some factors which discourage tourism like; violence, poverty and political uncertainty. Despite such factors, there are people from Pakistan and aboard who love to take risk exploring Pakistan. It will promote tourism and help create and maintain Pakistan's image internationally (Saleh & Ryan, 1993: 289–297). Since independence, Pakistan is using the guidelines for maintaining the archaeological sites given by Sir John Marshall. Still, they have to make some changes as the current requirements of sites' could not be carried with the help of old guidelines of Conservation Manual. People have massive damage to monuments and museums as they don't know how important heritage sites and cultural sites are. It is not a significant issue. Many other aspects are damaging monuments endlessly like a flawed management system and government uncertainty. Government of Pakistan made so much effort to preserve the monuments, but due to change in strategies and priorities given to personal interests, we cannot obtain satisfactory results. Public and Government both should make consistent effort to maintain sites. According to Pikkemaat and Peters, (2009: 237–253), other countries like China, India, and Thailand improves their heritage sites and cultural sites.

Tourism and Its Impact on Heritage

ICOMOS accepted the new International Cultural Tourism contract at General Assembly of Mexico in 1990 whereas in 1996 it was famed at Sofia by Cultural Tourism Committee. This contract’s primary purpose was to make a robust positive relationship between tourism and preservation specialists. This relation had one main goal in the past, which was to decrease the injurious properties of tourism on historical sites to the deepest level. This new version of the contract will change the goal among industry and experts to advanced level. This contract
suggests making a goal to preserve the heritage site for both locals and tourist. It helps to maintain works that ensure heritage authenticity and transfer heritage to generations is protected and natural. The recent appointment of ICOMOS for understanding problems and challenges that heritage sites will face in future, has honour International Cultural Tourism Committee. By keeping the importance of tourism, people's movement on a large scale is the responsibility of an industry; it is noticeable that it has enormous pressure on cultural sites and heritage resources (Osti and Disegna, 2012: 31–42). Tourism, along with the development of economies is an utmost risk to heritage sites.

The Tourism Industry in Pakistan
Over time, Pakistan’s tourism industry is growing; Pakistan builds infrastructures and air channels with overseas funds and investments. The roads have been constructed from country North side to the port of Karachi. It will help to promote both travel and tourism. It has been witnessed that a minimal amount of organizations encouraging tourism are being made which results in low income produced from tourism and which has led to small investments to be made in this industry followed by fewer inventions in the industry. This thing has damaged many sites in following ways like their preservation and status being jeopardized and their conservation being harmed. Hussain, (2017: 54) said that fewer budgets are available for preserving sites is a severe issue. World Economic forum’s ranked Pakistan in Travel and Tourism Competitiveness Report (TTCR) out of 136 countries Pakistan was 125th in 2017. We can improve its position by cultivating promotions and labelling of tourism and travel in the country.

Impacts of Tourism on Historical Places
According to the work of Ricardo Roura; “polar tourism footprints: the behaviour of tourist at heritage cultural sites in Antarctica and Svalbard” tourism is responsible for heritage site as it affects in many ways. Fieldwork covers the central part concerning about cultural heritage of Ny-London in Kongsfjorden and Ny-Ålesund. The main goal was to study the impact on heritage sites by tourism. Management work has also been reviewed, which tells us that management could play a vital role in handling and controlling the loss faced by heritage places.
The polar region was an area of study. The study marked sites’ status as it tells about the past and enlightens management to monitor or causing damage to heritage sites. Tourism is increased with the increase in people’s income, which raises extra demands that are important to file the entire hazard faced by cultural sites. Behavioural archaeology is the new side which came after examining the tourism from this study. This research includes methods like surveys, photography and scientific observations of human cultures. According to some research, host groups and tourists have interactions in various ways, like interacting with cultures, physical surroundings, and sites. Preservation of place could not be compromised by waking, and handling this includes in mechanical interactions. It could also damage the historical records site that could be on its surface or beneath the surface. The visual can interact, which gives effects like fascinating tourist toward or away from the place (Konecnik & Gartner, 2007: 400–421).

The condition of heritage sites or ancient site is changed by tourism, it will not thoroughly remove on-site record surface, but it will indeed modify the site's status. Tourism concerning natural phenomena can change the position of heritage sites. Due to tourism major or minor harm to place could be practised. The tourist should be monitored if the management would fail to do that; it will destroy the area already in poor condition (Papadimitriou & Kaplanidou, 2009: 90–102). By monitoring the check and balance of the system, implementations of rules and policies, management’s role can be the reason to decrease the negative impact of tourism on site.

**Research Methodology**

In this part, we will come to know about some techniques to control different issues. The main point of this study is to highlight the problems inside and out, and afterwards, it tells us how to overcome these issues with proper approaches and leads us to a progressively flawless arrangement. Some strategies are used to get the required results of the inspection. The travel industry helps manage irrelevant characteristics, whereas we use some management elements to make mistakes. Therefore, quantitative strategies have been utilized.
Sampling Method
The study consists of some information, sample size and the devices used to figure the data. It has examined by a cross-sectional investigation which contributes an example of the total number of people at a definite time. The study is managed in Taxila Khyber Pakhtunkhwa. Crooked examining system is used for data gathering. By substantial the review, the population has been tested economically and hurriedly. Analyze the information poll review is used.

Population
Taxila valley of Khyber Pakhtunkhwa Pakistan was considered as a population of present study where several tourists were gone through examination process. To achieve the goal of calculating approximately link among Archaeo-Tourism and Heritage Management famous sites and Museums present in Taxila valley were selected.

Sample Size
Approximately 400 respondents were selected for the examination, and the formulae are utilized to satisfy different visitors. The poll should be at least 100, during dynamic review campaign to check from the executives of notable locales and drifted.

Sampling Techniques
The samples were selected using simple random sampling technique that provided assistance to the study and realize the data in an in efficient way. In simple words, it might agree retrieving the population openly. This phenomenon was used to collect data as it would not deliver equivalent chance to select. Social event data can get very useful from this and from the articles that were creditably manageable.

Pilot Reliability Test
This test shows that the data is valid and reliable; it also shows how much information is reliable for the study. The composed survey was categorized to choose whether the data accumulated will assistance the analyst attain the investigation objectives. At this point, the analyst tests the consequence. Cronbach's coefficient alpha helps to express the poll's validity and check the
consistency and compatibility of the respondents’ responses. For a full-scale variety of data, Cronbach’s coefficient of 0.7 was acceptable. Alpha on the four constructs.

### Reliability Table

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<td>Management Questionnaire</td>
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<td>Demographics</td>
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<tr>
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<tr>
<td>Management of Sites</td>
<td>0.764</td>
</tr>
<tr>
<td>Locals</td>
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</table>

Instrument reliability checked in the above table with SPSS 20 assistance. From 400 visitors, the information is collected, and 100 representatives are respondent for this test of reliability. Eight things are involved in the demographic test when compile the reliability test its Cronbach’s Alpha. There are 804 qualities which are more important than the authority. It tells that this instrument is valid for my investigation. When we run the dependability test, its Cronbach’s Alpha provides facilities to sightseer instrument. We got 789 superior qualities than an edge, which indicate that this instrument is considerable for my analysis. Fourteen things were involved by the Management of Sites instrument when run the reliability test its Cronbach’s Alpha. It got 764 superior qualities than the limit which demonstrate that this instrument is genuine for my analysis. For Locals the reliability tests of Cronbach’s Alpha. The 896 rates are noticeable than the limit which indicate this instrument is right for the research.

### Results

#### Descriptive Statistics

The descriptive statistic has shown the data’s central tendency. It also calculates the standard deviation, and it can show the least and extreme range of the data. It displays a large amount of data and figures the average means of the study.
This table shows the Variables mean and standard derivation. The Demographics Mean and Standard deviation is 3.6722 (S.d = 0.12074), Mean, and standard deviation for Facilities is 3.6969 (S.d = 0.9846) for Management of Sites mean and the standard deviation is 3.6045 (S.d = 0.13325) Mean and standard deviation for Locals is 3.6720 (S.d = 0.16345).

**Correlation Analysis**

The relationship among two values has been exposed by correlation analysis. It specifies how the relationship between the two variables is weak and healthy in the study. The range of correlation is from -1 to +1, and it shows only positive, negative or zeroes relationship among two variables. The perfect positive relationship among two variables is indicated by +1 while variables opposed to each other are shown by -1, negatively affecting study.

**Correlation Analysis**

It tells us about the relationship and the level of the relationship among variables.
• Correlation value among Demographics and Facilities is (0.706 p<0.01). It has shown that the relationship is strong among them.
• Correlation value among Demographics and Management of sites is (0.734, p<0.01). It has shown that the relationship is strong among them.
• Correlation value among Demographics and Locals is (0.726, p<0.01). It has shown that the relationship is strong among them.
• Correlation value among Facilities and Management of sites is (0.790, p<0.01). It has shown that the relationship is strong among them.
• Correlation value among Facilities and Locals is (0.729, p<0.01). It has shown that the relationship is strong among them.
• Correlation value among the management of sites and Local is (0.765, p<0.01). It has shown that the relationship is strong among them.

Regression Analysis
To calculate the contributory relation among separate factors and ward variable regression Analysis has been used. It helps how much secondary variable depends upon independent factors and how much they are significant. R-squared also gives the estimations of ward variable, which are inside the example. The required variable is the extent of variety which has been cleared by the regression model. The range from 0 to 1 is estimations of R squared. Little research shows that the model doesn’t go with the good information. Explained change is actual the R squared.

<table>
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</tr>
<tr>
<td>Facilities Provided</td>
<td>.096</td>
<td>16.094</td>
<td>.000</td>
</tr>
<tr>
<td>Management of Sites</td>
<td>.367</td>
<td>12.274</td>
<td>.000</td>
</tr>
</tbody>
</table>

Dependent Variable: Impact on Locals
As
N=100 whereas R²=.486 and F=43.229

The regression analysis indicates the relationship among Demographics with Impact on Locals has been examined. A positive and Solid relationship occurs
between Demographics with Impact on Locals ($\beta = .563, t = 4.074, p = .000$) as in table No: 4.3.

The regression analysis indicates the relationship among Facilities gave and Impact on Locals has been examined. A positive and stable relationship occurs between Facilities and Impacts on Locals ($\beta = .096, t =8.094, p = .000$) as in table No: 4.3.

The regression analysis indicates the relationship among Management of destinations and the Impact on Locals have been examined. A positive and solid relationship occurs between Management of destinations and Impact on Locals ($\beta = .467, t =36.274, p = .000$) as in table No: 4.3.

Here, the R square is .486. The autonomous factors clarified the change in subordinate variables which is 5.4% and the rest of the variation is due to different components eliminated in this investigation. To examine the significance of the regression model, F-measurement is used if the estimated F is high, and it shows the significance of the factors model of the investigation. This model, the estimated F measurement is 43.229, which shows that it is considerable.

**Discussion**

In Pakistan, six legacy destinations have been engraved on UNESCO’s World Heritage list since its confirmation of the World Heritage Convention in 1976 including Taxila. Additionally, a speculative rundown of 18 new locales has likewise been submitted to the World Heritage Centre. The entirety of the World Heritage Sites in Pakistan is of the social legacy type according to (UNESCO World Heritage Centre, 2010: 2-4). As we know, World Heritage Sites (WHS) in Pakistan faces many issues due to the lack of powerful administration. It also has conservation issues like basically all other countries of the world. Some locales have issues of their nature compared to simple problems like bad administrations and preparation plan. After combining these areas’ administrators, it is vital to control different kinds of issues on need premises without proper procedures, lack of funds, low social mindfulness and irrelevant advancement and ad.
Under their consideration of management, the zone supervisor has been able to characterize, and after that, it achieved the orders of a protective zone. According (Eurosite, 1999: 45), the site and the problems have been shown. It also allows the administrators to protect their temperament, structure of land or scene, and objectives must achieve through significant work within a specific time. The Management Plan consist of the ordering process or plans, to get administration methodology, the choices made, the purpose for these, and the track for administration in future. The management plan should cover the whole territory. It must contain data on what is to be achieved by the board and the reasons behind the administration choices (Alexandrov and Lilly 2013: 531–546).

A Deputy Director headed some specialized staff that has been taking care of Taxila. The site’s administration plan has been increased; however, it isn’t represented in a certain way it should supposed to be. The property management plan covers some set up for its protection, conservation, and assurance as it is marked as a protected enlisted landmark. (UNESCO World Heritage Centre, 2010: 54) as per this, the current administration plan does not take care of whole Taxila complex. International Morals should be imposed over some such problems.

The Department of Archaeology and Museums has collected the money through different resources, such as the Tickets on the entrance and other assets utilized for property insurance. It gives spending plan yearly, used for the safeguarding, the administrators, and locales fixations. Besides, critical issues and issues worried about the preservation of the destinations are additionally managed. Under the Annual Development Program, the Government gave the assets to the Department of Archaeology and Museums on the effectively endorsed plans and presented every year as per the project’s endorsement staging. Under the specialized co-activity program the World Heritage Fund has given an aggregate of $28,000 in 996 for (execution in 999-2000) to control vegetation at Taxila.

They can re-establish, secure and recreate destinations of present or nearly fewer old dates however cannot oversee landmarks. Investigation of writing has demonstrated that 400 years of age landmarks have been harmed during being protected. It occurred because of futile complaints and spontaneous reproductions at verifiable locales. These developments had no association with landmarks and
their preservation. As indicated by the standards of protection acquaintance of new building materials with the site isn't permitted, however, they were acquainted with locales that supported the destruction of landmarks. Helping offices should check these plans to; keep up the standard required to preserve destinations and keep up the validity of landmarks without relinquishing their creativity. There are different difficult issues, notwithstanding understanding the preservation models and its definition (Crompton & Crompton, 2000: 785–804).

**Findings**

As indicated by the Charter for Protection and the Management of the archaeological Heritage, legacy locales should be moderated as the remaining parts of engineering. It exhibited the rundown of duties regarding presenting inventories, doing reviews, investigation of areas; look into for destinations and research for receiving methodologies and measures to preserve places. Some methodologies must achieve for preventing the destruction to sites and ensure protection. It gives documentation of locales to the progression of assets and undertaking required for knowing the importance of place (Mason & Nassivera, 2013: 162–182). It fears the team up working of concerned divisions, other staff, and government authorities to limit suspensions in unearthing's, seeing, protective sites and revealing results just to open in the type of productions.

Pakistan needs methodologies which give advantage to the executives of locales in a cost-effective manner. Uncovered and uncultivated areas of the country should use these methodologies. The problems of archaeological destinations are various as compared with the issue of landmarks that are still there. The example can be Mohnejo Daro and Taxila; these places are considered to investigate the standard methodologies and just rehearse old techniques. Some rules of protection of sites in a country are not mentioned due to which limits of unearthing are not exact according to the Antiquities Act of 1975. The authority forces are not announced by demonstration to manage individuals responsible for harming social properties or legacy sites. It does not have the data about punishment on people who damage old pieces.

Pakistan has numerous destinations with solid associations with the historical backdrop of world, wars, human development, and substantially more identified
past. These destinations have consistently been the focal point of fascination for conservators and approach creators as they could set up an association among at various times through rationing these locales. Such locales' eventual fate is not secured because of a few issues looked by conservators and organizers. Protection of material legacy is a challenging assignment in nations that are not created, and it is the troublesome objective to achieve, particularly in Pakistan.

Conclusion

It is accepted that archaeological and legacy hands have been done in Punjab as a factor of the current responsibility, so it has been essential and allows us to start to report the principle venture points and places. The study of legacy and outcomes of its fundamentals will provide them nourishment to get an idea about those who get involved with simple guidance about Punjab, and the people who perform investigations inside Khyber Pakhtunkhwa. The work of archaeological hands gives additional data of Taxila about its past and the present, and afterwards, they would know how to use this data on the off chance. It’s a task with expected scholarly outcomes. It could quickly accomplish the results for various reasons like to rank Government College, fulfil award suppliers; to intellectual notoriety, etc.

From inside and outside Punjab field colleagues are drawn (counting at any rate one Taxila), prehistoric studies are well understood by the people who live in Punjab from colleges crosswise over Pakistan. The points and results do not fulfil Khyber Pakhtunkhwa individuals, whether these points are clear or not. Here, training is a primary factor and observes Punjab’s palaeontology and expertise near-by with legacy and ancient exploration. Although the current undertaking takes more than three years, some individuals' limited project will keep working in the future in Punjab. Some fascinating reactions have been given by legacy review and elevate some primary problems; though there is a lot of future work for examination and understanding. Some places need an investigation about dispositions and reactions. The Government, Non-government organizations, and private businesses should be a part of assembling practices, and this should also include conventional neighbourhood individuals. Punjab is socially uncommon of losing things which is due to lack of connectivity’s and perspectives. Legacy is the primary example in Khyber Pakhtunkhwa’s history. Training is observed as having
critical job instruction and training about how different assets may be seen and preserved.

**Recommendations**

During this study, some recommendations and suggestions have been made with the help of findings.

- The problems faced with World Heritage Sites are due to the negligence of the board plan in execution. As per global principles, the administration is responsible for the requirement of projects. The best way to deal with Management plans for World Heritage Site is to snip the related problems with skilfully.

- On World Heritage List it has been recorded that cradle zone development is an essential device for properties protection. Maintenance and safety measures could be stimulated by familiar proof of support zones for development exercises in the adjoining zones to Heritage Sites of the World. As to reduce the site pressure, it is vital to building cushion zones.

- Visitor Management Plan for the site should be created, which is very important. The board plan guests must go in a certain way to improve their insight, mind-set and social variation in the territory’s status. Due to an increase in guests’ number, from the destructive impact quality plan could achieve.
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Indo-Israel Relations under Hindutva and Zionism
Ideational Factors for Pakistan

Syed Qandil Abbas*, Syeda Hudaisa Kazmi**

Abstract

The Indo-Israel relations are growing rapidly, especially under the Modi administration. These growing ties are based on ideological affinities, perception of common enemy and regional ambitions to attain strategic supremacy. The prevailing ideology of Hindutva in India and Zionism in Israel shapes the relations between these two countries and define the nature of consequences faced by Pakistan, especially in the context of its stance on Kashmir issue. The relations between India and Israel are manifold. The repercussions on Pakistan are not only because of Indo-Israel relations rather India’s rapidly growing relations with the Arab States, especially with the GCC. Since Pakistan could not openly support Arabs in their regional conflicts, the Arab States have changed their favors from Pakistan to India. Although, Saudi Arabia and UAE are still providing economic assistance to Pakistan but have withdrawn their support for Pakistan’s case on Kashmir. This paper primarily discusses the nature of Indo-Israel relations and how it is affecting Pakistan. The paper also considers the role of Arab States in the decline of Pakistan’s importance and impact on Kashmir after some prominent Arab States have signed the Abraham Accords.

Keywords: Indo-Israel relations, Kashmir issue, Abraham Accords, GCC countries

Introduction

The relations between any two countries can have negative connotation for a third country especially if they are in confrontation with one another. Similar is the case of growing Indo-Israel relations which is posing a sense of insecurity in Pakistan. Israel is technologically and militarily advanced. If such a country would cooperate in the defense section with India, then definitely Pakistan will be insecure. India and Israel have vowed to cooperate not only in defense sector but also in economics, technological advancement, counterterrorism efforts and intelligence sharing. Pakistan’s nuclear program is one of the major sources of

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insecurity for India and Israel. Pakistan is the only Muslim country that has the nuclear capability. On one hand, Pakistan’s nuclear weapons have deterred India while on the other hand Israel always perceived it to be Islamic nuclear weapons that can be used against it (Mustafa, 2019). Moreover, both the countries have developed a perception that they are facing security threat from a common enemy that is the Muslim resistance groups. The Muslim resistance in Kashmir is considered as threat for India just like Israel considers the Palestinian Muslim movement as threat to its survival. The freedom fighters in Kashmir and the Palestine are critical threats to India and Israel and Pakistan is morally and politically supporting these freedom fighters. In this way, both India and Israel are considering Pakistan as their common enemy.

To secure its survival, Israel made illegal settlements on the land of Palestinians and then began to commit atrocities against them. India has adopted similar policies in Kashmir by revoking Article 370 and 35A. Article 370 gave a special status to Kashmir allowing them to have their own constitution, flag, and the authority for internal administration in the state of Jammu. Article 35A gave exclusive rights over property in Kashmir to the Kashmiri people. Now the non-Kashmiri Indians can also get residential permits in Kashmir. It has been viewed as a policy to dilute the Kashmiri population so that their movement could become weak. The Indian forces began to commit violence against the Kashmiri people and imposed a curfew as well. In this way in Kashmir, India is following the policies that Israel adopted towards Palestine. In addition to this, India established close relations with former allies of Pakistan especially in the Muslim world. Due to Arab-India ties, Pakistan began to lose the support on Kashmir issue. As a result, it tried to gather the support of non-Arab Muslim states but due to its dependency on Saudi Arabia and UAE in terms of economy, it could not do so. Now even the Muslim Arab countries are not opposing the policies of India and raising the issue of Kashmir on multilateral forums like OIC. The cooperation between Arab states and Israel is also increasing especially after the signing of Abraham Accords. Pakistan always supported the Arabs against Israel but now as the Arabs themselves are shifting their policy then the question arises regarding the future of Pakistan’s policy towards Israel and why it is important for Pakistan to retain its support for Palestine cause. This paper addresses the primary question that how the Indo-Israel relations are posing negative implications for Pakistan.
Theoretical Framework

The Indo-Israel relations and implications for Pakistan will be explained and seen through the lens of constructivist theory of International Relations. The constructivist school of thought as propagated by Alexander Wendt suggests that the behaviors, interests, political outlooks and foreign policy of different actors is shaped through perceptions. The ideational factors are more crucial in determining the behavior of states as compared to the material forces. The identities and interests are not given rather constructed through the social processes. This paradigm is focused on the causal explanations of different phenomenon as well as how different material and non-material factors are constituted (Wendt, 1992). In this sense, the growing Indo-Israel relations are perceived as a threatening situation for Pakistan. This does not mean that it is only the ideational reason that is causing Pakistan to feel cautious. Constructivist themselves don’t propagate that the entire discourse of IR is ideational rather they say that ideas and perceptions are important along with the material factors. Similarly, this article has discussed that cooperation between India and Israel in the material form like military and strategic as well as economic and technology sectors is shaping the threat perception and foreign policy outlook of Pakistan. In addition to this, constructivism lays great emphasis on the importance of identities (Wendt, 1992). With the Zionism in Israel and Hindutva in India, both sides have become ideologically closer than ever. The policies of India and Israel is based on their ideology which is aimed at eradicating the other beliefs which in the present case is Islam. India is trying to weaken the Muslim community in the country by introducing policies that are inspired by Hindutva. For example, the policies in Kashmir which has facilitated the infiltration of non-Kashmiri Hindus in Kashmir along with committing the genocide of Muslims under the perpetual curfew like situation. Similarly, Zionist Israel has also ensured its survival by committing atrocities against the Palestinians and driving them out of their own homeland. Pakistan on the other hand retains a distinct identity based on Islam. This sense of identity difference between India-Israel and Pakistan is also shaping the policy of Pakistan towards Israel. The ideational factors are defining the cooperation between India and Israel on one hand and on the other hand explain the insecurities that are emerging in Pakistan. Therefore, the theory of constructivism best explains the issue under discussion.
Historical Background of Indo-Israel Relations

The Indo-Israel relations have evolved through different phases since 1948. Israel was formed based on religion just like Pakistan and this factor initially created distance between India and Israel. India was already aggravated due to division of Indian Subcontinent and independence of Pakistan on basis of Two Nation theory. It refrained from recognizing another state that was also formed on religious grounds. However, many factors contributed to change Indian policy towards Israel. Their relation today has evolved and spread over diverse areas like defense, economy, technology, space, and culture. This section briefly discusses the evolution in Indo-Israel relations.

Era of Differential Relations

India was averse to the idea of creation of an independent Jewish state of Israel. Before the announcement of Israel as an independent state, India was part of the United Nations Special Committee on Palestine (UNSCOP) which was formed to resolve the issue of Israel-Palestine. In September 1947, this committee proposed two plans to resolve the Palestine issue. The first plan was called “the majority plan” and called for the creation of two separate states of Palestine and Israel. The second plan known as “the minority plan” was based on the idea of creation of federal Palestine and an autonomous Jewish area. India opposed the majority plan because it was against the creation of state on the basis religion. India at that time was dominated by nationalist Congress led by Jawaharlal Nehru and the sentiments of Indian nationalism were on the rise. Therefore, India voted for the minority plan in United Nations General Assembly (Tripathy, 2013). Nehru was also opposed to colonialism and supported anti-colonial movements. He considered the creation of Israel as the manifestation of colonialism (as Israel was US ally) and therefore opposed it (Jangid, 2021). Moreover, after the independence in 1947, India leaned towards the Arab countries. Some Muslim Arab countries like Egypt were critical of creation of Pakistan based on “Two Nation Theory”. This was because the contenders for the leadership of the Muslim world eyed Pakistan with suspicion because of the propagation of its creation based on Islam. In this way, India found space to extend its relations with the Muslim world. India wanted to counter the influence of Pakistan in Arab world and also protect its oil interests in the region (Hafeez, 2009). In addition to all this, another contributing factor was the Non-Aligned Movement (NAM). India was among the founding members of
NAM with a slight tilt towards Soviet Union. Israel on the other hand has been part of Western bloc since its inception. Therefore, this factor also became a reason hindering India from recognizing Israel.

**Era of Informal Relations**

India did not recognize Israel until Jan 29, 1992 (Hafeez, 2009). However, this does not mean that till this time the informal diplomatic ties between the two countries did not exist. The Israeli consulate in Mumbai was actively working to bring the two countries together and develop a level of understanding between them. Different activities like debates at academic and political level, symposiums and exchanges were held to create normalization towards Israel at societal and political level (Hafeez, 2009). An agreement was signed between the two countries in 1962 for nuclear cooperation. Similarly, a secret agreement was signed in 1963 in which Israel agreed to supply arms to India (Kumaraswamy, 2002). The cooperation between two countries was contributing in boosting India’s military prowess against Pakistan. It was also agreed between the two countries that they will train each other’s military. In the following years, several high-level visits took place between India and Israel, among which the secret visit of nuclear scientists in 1984 was crucial (Noor, 2004). Although India had a tilt towards the Arab countries but due to the resolutions passed by OIC calling for plebiscite in Kashmir, India felt that the support that it was giving to the Arab nations was not reciprocated in the same way and led to the change in Indian stance towards Israel. After the 1967 Arab-Israel war, Israel was able to annex Arab territories. The Indian defense Minister lauded the Israeli tactics and showed interests in learning how it was able to mobilize its entire force in less than 24 hours. The Indo-Israel strategic and defense relations were booming by this time (Hafeez, 2009).

There were several factors at international level that were evolving the nature of relations between India and Israel. Firstly, the collapse of Soviet Union in 1991 compelled India to revise its foreign policy. Rhetorically India was part of non-aligned movement but in practice it was having close ties with USSR. It was the major arms supplier of India and its demise meant that India had lost an important diplomatic partner at international level. India had an ambition of gaining military prowess in the region. With the demise of USSR that dream also died down. Relations with Arab nations, who were lacking behind in term of
military capabilities, did not serve Indian ambitions. Israel was a better choice in this case. It was believed that if India would establish ties with Israel, then this will result in softening of US stance towards India. However, due the Soviet invasion in Afghanistan, the Afghan Jihad was initiated, backed by US, and Pakistan was pivot to that strategy. In this regard, Pakistan was of more importance to US as compared to India. Therefore, India wanted the favor of the emerging sole superpower of that time and Israel was the bridge. In efforts to have good relations with US, India not only established ties with Israel but also adopted liberal economic policies inside the country and opened its market to the other nations of the world. On the other hand, Israel hoped that India would act as a bridge between Israel and Arab countries since India was developing relations with them. Moreover, after the economic liberalization and open market policies in India, it was emerging as a potential market and a regional power. Therefore, Israel also wanted to have good relations with India on the pretext of deep economic cooperation between the two.

Era of Friendship
The informal relations between the two countries continued until India established full diplomatic relations with Israel on January 29, 1992 (Kumaraswamy, 1995). In the following years the level of cooperation increased between Israel and India in all sectors but specifically in defense and security segment. Israel became the major supplier of arms to India which complimented its regional strategic ambitions. During the 1999 Kargil war between India and Pakistan, Israel provided military assistance to the former (Kılıç, 2018). This cooperation has always apprehension on the Pakistan side. Pakistan tried to block India’s membership in OIC. This hindered India from having close relations with Arab countries and therefore it moved closer to Israel. Moreover, the Jewish community in United States also promoted the India cause. It is viewed that the Jewish lobby in US is powerful enough to influence the political decisions. In 2004 the then Prime Minister Manmohan Singh went to US and met with the top American Jewish leaders and expressed his gratitude for the contributions that the Jewish community made to further the cause of India (Hafeez, 2009). After the recognition of Israel, a number of important official visits took place. In 2000 the Indian Minister L.K Advani visited Israel. He was the first ever minister of India who visited Israel. In the same year the foreign minister of India Jaswant Singh also
visited India. During this visit both countries devised a framework for cooperation in the field of counter-terrorism (The Indian Express, 2022). One of the landmark visit was that of Ariel Sharon in 2003 who was the first prime minister of Israel to visit India (Inbar & Ningthoujam, 2012). He was welcomed with a lot of enthusiasm in India especially by the Bharatiya Janata Party (BJP). Subsequent visits took place in 2006, 2012, 2014 and 2016. The cooperation between these countries reached its peak after Prime Minister Narendra Modi came to power. His party has always been inspired by the Israel especially in the sense of strategy and security. Many scholars believed that BJP is trying to imitate in Kashmir what Israel did in Palestine especially after revoking the special status of Kashmir. India and Israel have such a deep understanding that even though India also has good relations with Iran, but it assured Israel that it will always be on Israeli side. Israel has never expressed its displeasure with India when the later planned to develop Iran’s Chabahar Port and in turn import oil for its energy sources. These growing ties have been seen with caution in Pakistan because in its conflict with its Eastern neighbor, Israel had remained on the side of India. Now with Modi and BJP in power, relations between India and Israel are ever increasing and this has implications for Pakistan especially in context of the Kashmir issue.

**Indo-Israel Relation: Implications for Pakistan**

The Indo-Israel relations have evolved over time and at this point of time they are closer than ever. Both countries are following the similar pattern in their domestic policies based on religious nationalism. Israel’s policies are influenced by Zionism while that of India are influenced by Hindutva. Similarly, the steps that Israel adopted against Palestine is imitated by India in Kashmir especially in the context of bringing demographic changes in the disputed territories. Israel’s regional role has become significant especially after more and more countries including its past rivals are recognizing it. Role of India is crucial in this situation. Israel had considered India a bridge between itself and Arab countries. India has oriented its foreign policy in a way that it is able to maintain cordial relations with major regional and international actors regardless of them being enemies of one another. At the same time India is having good relations with Iran, Israel, and Arab monarchies. Such kind of foreign policy orientation adopted by India is weakening Pakistan’s stance on Kashmir as due to relations with India, Muslim countries are not supporting Pakistan on Kashmir. In addition, Israel and India are cooperating
in defense section which can be used to counter Pakistan. Therefore, Pakistan is resisting the pressure to recognize Israel. Following are the factors that describes how Indo-Israel relations are concerning for Pakistan.

**India’s Constitutional Amendments in Kashmir: Following the Israeli Pattern**

Some scholars have referred the issue of Kashmir to be like Palestine. There is similarity between the Israeli and Indian policies in Palestine and Kashmir respectively. There are several factors that shape this common political outlook. Both the countries see Muslim resistance in the form of Lashkar-e-Taiba and Hamas as a threat to their existence. Israel doesn’t find any difference between the two groups. India and Israel are fighting against the Muslims in their respective regions. Moreover, along with having a common enemy, they have common ideology based on religious nationalism. Israel has always stressed upon the significance of Jewish nationalism in the form of Zionism. An Indian politician Mani Shankar Aiyar once said about Modi and Netanyahu that both are made for each other because they rely on the “sectarian nationalism” which involves demonizing the other group (Tribune, 2019). Similarly, after the Modi administration came to power, the Indian culture and politics became more and more characterized by Hidutva. Therefore, there is affinity between Zionist and Hindutva ideology in terms of policy outlooks in dealing with their common enemy that is Muslim resistance groups. For this they have agreed upon defense cooperation, exchange of weapons and intelligence gathering as part of the joint counter-terrorism plans. Israel had provided drone technology to India that helps it for surveillance over Pakistan. After the Pulwama attack, the Israeli Prime Minister Netanyahu expressed his support for Modi and said that Jews will always show their solidarity with India. In addition to this India and Israel have successfully managed to keep the issues of Kashmir and Palestine respectively as their internal matter. They have been successful in warding off any interference from international community including the human rights organizations and other inter-governmental entities. Instead, they managed to amass the support of important international and regional countries. The most significant development that really connects both countries is making demographic changes in Kashmir and Palestine. When the Jews began to settle in the Palestinian territory, they began to push the settled Palestinians Muslims out of that area. Modi regime is
doing same in Kashmir. By revoking the special status given to Kashmir, India is making demographic changes by changing population ratio. Now the non-Kashmiri Indians can also buy properties and move to Kashmir which was not the case before the constitutional amendments. In this way the Kashmiris will be dispersed as their unique status was keeping them united in one place. Now their exclusivity in Kashmir will perish as more non-Kashmiri Indians would settle there. Kashmir is known by Kashmiris. If their ratio will be diluted, India can totally make disputed area of Kashmir as its own. In this sense the Indo-Israel cooperation is a concern for Pakistan especially in terms of its Kashmir cause.

Abraham Accords and Loss of Arab Factor in Kashmir Cause

The Abraham Accords was signed in August 2020 among Israel, US, UAE and Bahrain. It was an agreement to facilitate peace process among Israel and other Arab countries initiated by US. Under this agreement countries like UAE, Bahrain, Sudan and Morocco granted recognition to Israel. Saudi Arabia has not officially recognized Israel but there have been meetings. Moreover, as UAE and Bahrain follow the path of Saudi Arabia in their foreign policy outlook; therefore, it is not possible that they signed this agreement with Israel without the “go-ahead” or approval of Saudi Arabia (Ahmed & Abbas, 2021). The pressure on Pakistan to recognize Israel is also mounting. Pakistan is an important Muslim country as it is the only Muslim country to have the nuclear weapons. It has a considerable influence in the Muslim world. Therefore, countries like Saudi Arabia are waiting for other powerful states like Pakistan to first recognize Israel and then they will follow the suit. Pakistan feels the pressure because it is quiet dependent on the GCC countries in terms of economic cooperation, oil and gas, and remittances. The GCC countries are also dependent on Pakistan because of its skilled labor and military prowess. However, Pakistan has always opted to remain neutral in conflicts that involve Arab states and its neighbor Iran. To repay its Arab economic partners, Pakistan cannot damage its relations with Iran. This is because already Pakistan has a hostile neighbor towards its East (India) and an unstable country on the Western border (Afghanistan). Moreover, the domestic situation of Pakistan does not allow it to recognize Israel. The domestic situation is similar in the Arab countries as well. Although the states or the monarchs have recognized Israel, but the larger population does not approve of this. In Arab countries there is gap between the state and the society. The decisions of the state do not truly represent
the will of people. The Arab people still believe in fighting for liberation of Palestine. It can be expected that in future some terrorist activates might be instigated in response to the increasing relations between Israel and Arab monarchies. The same kind of fear exist in Pakistan as well as therefore Pakistan is refraining from prompting such kind of instability in the country.

Pak-Saudi relations are based on economic and military interdependence. Saudi Arabia has always rescued Pakistan in terms of crisis like in 1965 and 1971 war and economic sanctions of 1998-2001 (Abbas, 2016). Even recently, when Pakistan had an economic downfall, Saudi Arabia provided economic assistance to help Pakistan sustain its economy. However, Saudi Arabia does not support Pakistan's interests with regards to the Kashmir issue. After Pakistan refused to support the Saudi-led coalition in war against Houthi rebels and blockade against Qatar, Saudi Arabia revisited its relations with Pakistan (Ahmed & Abbas, 2021). This change of policy resulted in opening of doors for India. Until this time, Pakistan had tried to block India's relations with Arab nations and its membership of the OIC. The softening of Saudi stance towards India led to the loss of its support for Pakistan on Kashmir issue. Saudi Arabia has not officially condemned the brutal policies of India in Kashmir. Soon after the revocation of Articles 370 and 35A in Kashmir, Saudi Arabia was reluctant to hold an OIC emergency meeting to discuss the Kashmir issue (The News, 2020). This frustrated Pakistan. The growing Saudi-Indo relations are becoming a challenge for Pakistan especially with Israeli factor in play. Similar is the case with Pak-Bahrain relations. Around 112,000 Pakistani skilled workers are working in Bahrain (Siddiqa, 2017). In 2008, Prime Minister Yousaf Raza Gillani visited Bahraini and it was agreed that the bilateral trade will be increased (Ahmed & Bhatnagar, 2010). In 2011, Pakistani military forces gave assistance to Bahrain government in order to curtail a sectarian uprising in the country (Aljazeera, 2011). Despite all these factors, Bahrain has never voiced open support for Kashmir cause in favor of Pakistan. Similar is the case of UAE. It is one of the biggest providers of financial and humanitarian assistance to Pakistan and it is also the largest GCC trade partner. Almost 1.2 million Pakistani expatriates live in UAE which is the second largest number in the GCC countries after Saudi Arabia (Ahmed & Bhatnagar, 2010). Both countries have also signed several defense cooperation agreements however, as stated earlier, Pakistan cannot provide direct support to UAE against the Houthi rebels. With the same token, UAE has established close
relations with India. In 2019, UAE invited Indian Prime Minister Narendra Modi to participate in the OIC meeting. Modi went to attend that meeting while Pakistan boycotted (Mohan, 2019). Similarly, when India adopted the constitutional amendments in Kashmir and revoked the special status granted to the Kashmiri people, UAE also did not oppose the Indian actions. It recently expressed its desired to invest in Jammu Kashmir given the fact that it is disputed territory (Menon, 2022). Such actions are a blow to Pakistan’s Kashmir cause.

**Indo-Arab-Israel Tripartite Alliance: Implications for Pakistan**

As the world is again moving towards the era of alliances and multilateralism, a sort of tripartite alliance which includes India, Arab states and Israel is forming. As analyzed before, India has good relations with both Israel and Arab nations especially the GCC countries. Pakistan’s aspirations in terms of its relations with Arabs and its Kashmir cause are disturbed because of Indo-Israel and Indo-Arab relations. This alliance among Israel, India and Arabs is getting materialized in the form of Middle Eastern Quad that is being supported by United States. The Middle Eastern Quad consists of US, Israel, UAE, and India. Although Middle Eastern Quad like the Indo-Pacific Quad is to primarily counter China and also Iran for that matter, it is the proof of how the three sides are getting closer under auspices of US (Cannon, 2020).

Pakistan is losing the support of Muslim countries especially in relation to its conflict with India. India’s closeness to Israel is one of the primary reasons, Pakistan feels threatened from Israel and refrains from establishing diplomatic ties. One logic here can be that even if Pakistan establishes relations with Israel, it will always support India as compared to Pakistan. India and Israel have historic relations and they are similar to one another in a number of ways like in terms of religious nationalism, military and technological advancements and perception of common enemy. In the context of relations with Arab countries, although Pakistan has good relations with all of them but still it could not amass their support for Kashmir cause. Pakistan has always supported the Arabs in their conflict with Israel. The Pakistan Air Force participated in 1967 and 1973 wars between Arabs and Israel. Pakistani pilots flew Syrian and Jordanian planes and shot down Israeli planes. After the 1973 war, PLO and Pakistan signed an agreement under which PLO received military training with Pakistan army. Similarly in 1982 battle for
Beirut, fifty Pakistani volunteers were serving in Palestinian Liberation Organization and were taken prisoner by Israel (Kumaraswamy, 2000). Despite all this material and moral support, Arabs did not support openly on the Kashmir issue and retained their relations with India.

As a result of this Pakistan attempted to turn to the non-Arab Muslim allies like Malaysia, Turkey and Iran. A summit was planned to be held in Kuala Lumpur in 2019 and Pakistan supported the idea and initially was part of it. The Arab states saw this summit as a competing bloc to OIC and pressurized Pakistan to not join it (GeoNews, 2019). Pakistan backed out of the summit and missed the opportunity to raise Kashmir issue on an entirely new platform where its voice would have been heard. All the other three countries including Malaysia, Iran and Turkey strongly support Pakistan's stance on Kashmir and in this conference the issue that are faced by the Muslim world were to be discussed. But due to Saudi pressure Pakistan backed out. Astonishingly, the Turkish president Erdogan announced that he understands why Pakistan had to do this and it’s not the first time that Saudi Arabia or UAE has pressurized any country not to do what they wanted. He said that it’s because of Pakistan’s economic conditions as Saudi Arabia threatened it to replace the Pakistani expatriates in its country with the Bangladeshi workers.

In addition to this, Pakistan is economically dependent on the financial assistance and bail out plans offered by Saudi Arabia (Dawn, 2019). So, Pakistan is in a way trapped into an unhealthy relationship with Saudi Arabia where neither it can accomplish its interests in Kashmir nor give up its economic dependency on Saudi Arabia. India on the other hand is economically strong and not dependent on other countries rather other countries are dependent on India as it provides a potential market. This gives India a privilege to have relations with Iran, Arab countries, and Israel at the same time. Although they may be rivals but none of them wants to undermine relations with India. Indo-Iran relations are also interesting in this sense. Iran openly supports Pakistan on Kashmir issue and has condemned Indian actions in Kashmir but still this did not become as an issue between the two countries.

The 48th Session of OIC Council of Foreign Ministers was held in Pakistan on 23 March 2022. In this summit the Islamabad Declaration was adopted which called for the resolution of the Kashmir issue and condemned the Indian policies.
However, the irony was that on one hand, OIC was adopting resolution for solving the Kashmir issue and on the other hand some Arab traders were present in India making deals for investments in Kashmir (Aninews, 2022). As Kashmir is a disputed land therefore the investors should refrain from opening their businesses there. This shows that although the Arabs are rhetorically supporting the Kashmir cause but in practice their economic interests aligned with India are paramount. This is how India’s increasing relations with major regional and international actors associated with Israel is harming Pakistan’s interests in Kashmir.

**Issue of Israel’s Recognition by Pakistan**

As more and more Arab countries are recognizing Israel, pressure is mounting on Pakistan as well due to its significance and influence in the Muslim world. US wants Pakistan to first recognize Israel so that other Muslim states would follow the path. Pakistan has the second largest Muslim population (*Muslim Population by Country* 2022, n.d.). It is the only Muslim country that possess nuclear power. All these factors hold significance for Israel if it wants to gain recognition in the Islamic world. However, there are impediments in Pakistan’s cooperative relations with Israel. First factor is the Islamic identity of Pakistan. It was declared an Islamic state in 1956 constitution and has remained the “Islamic Republic of Pakistan” (*National Assembly of Pakistan*, n.d.). It got independence from Indian Subcontinent on the pretext of Muslim identity that separated it from the Hindu identity. The article 40 of the constitution of Pakistan states that it will establish fraternal relations with Muslims based on Islamic identity (*The Constitution of Pakistan 1973*, n.d.). According to the constructivist school of thought, the sense of identity shapes the political outlook and interests of a country. This Islamic factor plays a huge role in the political interests of Pakistan.

In addition to this, the Indo-centric foreign policy approach is also very significant in this regard. Having engaged in enduring rivalry with India, Pakistan’s foreign policy is influence by its conflict with India. While Israel has deep strategic and economic relations with India and has supported it against Pakistan. During the wars between India and Pakistan, Israel has always supported India (Pant, 2004). This is true that it was because India extended the hand of friendship towards Israel while Pakistan always refrained due to its connections with Arab allies. Although, the cause for which Pakistan was supporting Arab countries is now
losing its significance due to Abrahamic Accords. A sense of insecurity persists with regards to Israel in the policy circles of Pakistan. The main reason along with good Indo-Israel relations is that Pakistan considers Israel as a threat to its nuclear program due to some incidents in the past. It was speculated that Israel is collaborating with India to destroy the nuclear program of Pakistan. Moreover, Israel used to consider Pakistan’s nuclear capabilities as the “Islamic bomb” that in case of conflict with Muslim Arab world, Pakistan’s nuclear weapons can be used against it (Mustafa, 2019). However, that fear is slowly defusing due to evolving relations between Israel and Arab Muslim countries.

Another reason for not recognizing Israel is the domestic fabrication of Pakistan. It is home to world’s second largest Shia country after Iran. Recognizing Israel will not only create conflict with Israel but also disturb the domestic situation in Pakistan. The other religious groups from Sunni sect are also oppose granting recognition to Pakistan (Ahmed & Abbas, 2021). If Pakistan recognizes Israel, then terrorist activities as predicted in Arab countries might follow. The people of Pakistan in general are averse to the idea of having relations with Israel. Even though here are debates and discussions on the pros and cons of recognizing Israel but the state had time and again reiterated its principal stance on Israel. Pakistan’s has often bluntly stated its support for Palestine. It is written clearly written on the passport of Pakistan that it is valid for all countries of the world except Israel (Hafeez, 2009). Pakistan supports the two-state solution in Palestine and recognized the border arrangements that were set in pre 1967 (Pakistan’s Stance on Palestine Lauded, n.d.). If Pakistan withdraws its supports for Palestine, then it will lose its moral ground in Kashmir as well because the situation in Palestine is quite like that of Kashmir. India Prime Minister’s policy in Kashmir is viewed as similar to that of Israel especially in term of making demographic changes to the region.

Although as Arab countries are recognizing their past rival still the stated factors are hindering Pakistan to have relations with Israel. Pakistan’s opposition was for the ties with Arab allies but also for the rights of Palestinians. According to some analysts if big Muslim countries like Indonesia, Bangladesh and Saudi Arabia recognize Israel then it will become illogical for Pakistan to not recognize Israel. However, the policy of Pakistan, based on support for freedom movement in Palestine and its stance on Kashmir issue, will remain rational.
Conclusion

The India and Israel relations have evolved over the time. Initially because of partition of Subcontinent on basis of religious identities, India did not support Israel. However, after the fall of Soviet Union and useless attempts to bring Arab world on its side, India reoriented its foreign policy to accommodate Israel. Relations with Israel were important for India’s regional hegemonic ambitions as well as for its competition with Pakistan. However, it did not abandon the Arab countries entirely rather maintained relations with not only Israel and Arabs but Iran also. Only a country as economically potent can have cordial relations with countries which are each other’s enemies. This impacted Pakistan in a negative way. Pakistan had always tried to block India’s reach to it Arab allies, but it could not hold for long. Arabs on the other hand were also more than willing to establish cordial relations with India. In this way Pakistan eventually lost support of Arab world on Kashmir. Instead of criticizing Indian policies, they remained silent, gave highest civilian awards to Modi and also opened doors for India to be part of OIC. Kashmir issue was not brought on the discussion forum of OIC despite Pakistan’s repeated desires. The changing dynamics are becoming substantial especially after the signing of Abraham Accords and Middle Eastern Quad. In principle these are US led initiatives to help its ally gain recognition and counter its enemies, with no direct implications or threat for Pakistan, but such steps have further solidified relations of India with Israel and Arabs. The indirect implications are on Pakistan, which is facing increasing pressure to recognize Israel, remain aloof from non-Arab allies (Iran, Turkey and Malaysia) and lose weightage for its Kashmir cause while India is gaining momentum to pursue its ambitions.

The main reason behind negative implications of Indo-Israel nexus for Pakistan has been the extremist ideational factors like Hindutva in India and Zionism in Israel. As Alexander Wendt pointed out in his theory of constructivism, ideas shape perceptions and perceptions shape policies adopted by countries. The ideology of Hindutva and Zionism guide the foreign policy of India and Israel. As India is introducing policies that are dominating the Muslim freedom, Israel has historically committed atrocities against Palestinian Muslims. With the same perceptions, they consider Pakistan as their enemy because of its nuclear weapons. Similarly, both India and Israel cannot forget Pakistan’s military operations against
them. India had three major wars with Pakistan while Israel faced opposition from Pakistan air force in 1967 and 1973 Arab Israeli wars. Both India and Israel perceive Pakistan as an enemy because of which they have increased their collaboration with one another. India has not only developed its relations with Israel but also brought the Arabs to its side. All these factors have caused negative consequences for Pakistan.
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The Complexity of Intra-Afghan Dialogue
Civil War Looms in Afghanistan

Sajid Anwar

Abstract

The US and NATO through a peace deal got a safe exit from Afghanistan. In this backdrop, the economic future of Afghanistan is more important. On the other hand, Pakistan has a short period to format its policies because after the US withdraws, there are serious threats of civil war and chaos in Afghanistan. India, Pakistan, Russia, and China are the rival states in the regions, which have strategic interests in Afghanistan. Regional, religious, ethnic, political, social, and economic complexities are the major obstacles to the Intra-Afghan peace deal. All these factors are indicating more complexes in the intra-Afghan peace process, which may lead to civil war. The possible solutions are the traditional Pashtuns Loya Jirga. This work attempts to analyze the stakeholders and trends in the Intra-Afghan peace process, and the complexities of the peace process.

Keywords: Civil War, Peace Deal, NATO, Loya Jirga, Shura, Tribal system, Taliban

Introduction

Naturally and geographically Afghanistan is a land lock country, located almost in the center of Asia. Afghanistan shares a south and east border with Pakistan. Since the Taliban attack on the United State on 11th September 2001, NATO is engaged in Afghanistan to prevent it, to not become again a safe zone for terrorist, following the United Nations agenda of peace. This WOT is a history of almost nineteen years. The US Central Command Combined Air Operations Center provided data claiming that the US dropped 7,423 bombs in Afghanistan. These are the largest usage of bombs in the last ten years. The peace agreement resumed again and both the parties were agreed on a few basic points, the Taliban guaranteed that the land of Afghanistan will not be provided to any terrorist organization as shelter, the US bow his shoulders on complete withdrawal from Afghanistan, and the most important was the ceasefire and a guarantee of peaceful
Intra-Afghan peace deal. The US tried its best to compel the Taliban to talk to the democratic government of Afghanistan but the Taliban refused to accept the puppet regime. They termed them as west back puppet administration. Instead of all these complexities, a meeting was held in Doha in July 2019, in which members of government, politicians, members of civil societies, and women met the Taliban to process the Intra-Afghan Peace process. On February 29, Taliban, US, and Afghan security forces signed an agreement in Doha, named “RIV”, Reduction in violence.

This agreement was a hope to end the long-running war in Afghanistan. The joint session said that the withdrawal of US troops is not the end of the war in Afghanistan and this withdrawal cannot guarantee a complete peace on the land. The actual problem is the transformation of powers and the political system. The war may be continued between the Taliban and other groups. So it is very important to observe the complexities of Afghan issues. The Intra-Afghan process is more complicated than the US-Taliban peace deal. The internal factors and actors have to decide the future of Afghanistan in the absence of foreign troops. The main question arose in the minds and the research work of scholars is very valid that “will the peace agreement bring peace and stability to the soil of Afghanistan”? This all depends on the actors, process, and complexities of the Intra-Afghan peace procedure. The initial agreement may be the basic road to peace but not lead to the destination. Still, documents signed in Doha failed to specify the procedure and schedule for the Intra-Afghan peace process. The details are missed and ignored by the two major groups. This question is looking still fiction.

Although a large number of the public is supporting the process still few basic problems are not addressed well like sharing power, disarming and reintegrating Taliban fighters into society, and determining the future of the country’s democratic institutions and constitutional amendments. Iran and Pakistan stated that they are strongly in favor of a peaceful and stable Afghanistan (jamal, March 31, 2020). The famous Taliban leader and diplomat, Mullah Abdul Salam Zaheef make clear to Independent Urdu that they still very strong ideology and stance of the ‘Islamic Emirate of Afghanistan’.
Ghani calculated dimensions wrong and took other politicians and opinion-makers very lightly. He took the peace process very lightly. He has done this willingly by planning strategies to sideline all other people and capture the central political and democratic power. That’s why the intra-afghan peace process has the worst start. There are equal chances of success and failure depending upon the willingness and aims of the participants and groups. The procedure will decide the future of Afghanistan. The sincerity of the groups can make sure the peace in future. The prosperity and stability are now dependable on a few stakeholders. They have to decide the fate of the entire nation. In reality, the intra-Afghan peace process is more complicated than the US-Taliban peace deal, more factors and actors are involved in this process, having different agendas and ideologies.

The Taliban’s statement of entering into the Peace process with the public instead of politicians and a democratic government is very dangerous and controversial by nature; other militant and political groups will never accept the Taliban with such an agenda. The fear like in 1992 still exists, that Taliban may repeat that episode of the history.

**Challenges to Peace Process**

Although a large population of civilian is supporting the peace process but still many problems are there on the road to peace like power sharing, disarming and again integrating of militants into a peaceful society and deciding the future democratic system and constitutional status of the state. The table talk has already a fearful start started from the US-Taliban peace in February. Afghan government refused to the peace deal between US and Taliban regarding the release of five thousand Taliban prisoners, who are in Afghan jails in exchange for one thousand Afghan security soldiers, which are in Taliban’s prison, said that they had not any such deal with Taliban. This statement is affecting the Intra-Afghan peace deal badly.

The process is more complicated because of the weak democratic government, consists of different ethnic, sectarian, and tribal groups. The 2019 general is a solid proof of complexity of the society, where only 1.8 million voters out of 9 million cast their votes while on the other hands attacks were made on polling stations, hundreds were killed and results were announced after months.
result Ashraf Ghani got success and took the oath of president, in reaction his competitor Abdullah Abdullah, rejected the results and claimed that he is the president and formed his own governments, in a single state two governments were formed.

Experts on Afghan politics and issues are saying that now Taliban are at the strongest position of their life Spain. They are not such strong in the last eighteen years where they are now having more power and influence. Estimates are made that now they have about sixty thousand militants, they have a strong hold and control in the major districts and also attacking continuously on security forces with more modern techniques and weapons of mass destruction. At recent they are also stronger economically as they had earned millions of dollars from the cultivation of drugs especially of opium poppy. The drug trade under their control is creating more problems and obstacles for peace deal. Rank-and-file Taliban fighters will not digest a peaceful society; experts are also worried about this mind set.

**Intra-Afghan Peace Dialogues**

Taliban started peace deal with USA in March 2020. In all the process, Taliban refused just to one point and that is a direct talk with the Afghan Government, they termed it as a puppet regime. Recently, Sirajuddin Haqqani, who is the Deputy Taliban leader, wrote in New York Times “if we have the capability to sign a peace deal with a foreign aggressor than obviously we will resolve the problems within the state too through negotiations”. This statement is looking very positive towards Intra-Afghan peace deal. (Maizland, March 2, 2020).

The Intra-Afghan peace negotiations were supposed to be held in Doha on Saturday, 12th September. Before that the plan was to start the talk in March soon after the US-Taliban peace deal on 29th February. The first step is a landmark but the second phase of peace process is still have no start which is making the case ambiguous. The release of prisoner and the commitments of cease fire delayed the process till today. The cease fire agreement is seem to be failed in the light of recent deadly attacks in Afghanistan. The attacks done by the Taliban on Afghan security forces are the techniques to insert enough pressure on Ashraf Ghani to
bow his head. The Taliban are in contact with US peace team through their office in Doha. Both the parties doesn’t engaged the afghan government in the peace process but US made it very clear that Taliban have to start peace deal with Kabul too, soon after the peace deal with US.

There are two points very clear that Taliban have upper hand in peace deal in Doha, they do not agree to set for any negotiation with Ashraf Ghani while the Kabul have a stance that they have the final Authority to decide peace deal as they are the representatives of the public of Afghan soil. These two mind sets and ideologies of gaining political power can through the state into civil war again. At the end the main question raised by the International political experts is, will the Kabul have the capacity to force Taliban to work in the democratic set up?

Social and Cultural Complexity

The nature of afghan society is “Tribalism”, in which individuals have no authority to make decisions at any position they have, the entire tribe have to make decision. The authority which is responsible for the decision making is called “Shura”, it the oldest and largely practicing form of democracy in Afghanistan and in Pashtun belt from centuries. That single team of representatives usually responsible to take decisions and resolve the issues. The final agreements need the approval of Shura. Shura is also responsible for internal and external conflicts resolution of the tribe. Without the involvement of these Shuras in peace deal, it is not possible. The nature of decision making of these tribal leaders should be understood. Here the biggest challenge for Intra-Afghan peace deal is the tribal system, the question is very to be answered that “is it possible to bring all these social customs on a single page”?

The biggest problem is the self-identity of the large inhabitants of Afghanistan. The identity came from complex self-developing system with a libertinism construction; this basic unit is very problematic. Natural and geographical environment, social structure of the society, political factors, the historically established features of economy and culture are the factors influencing the development of the social identity structure of the Afghan society i.e. Pashtun, Tajik and Uzbek are described within these historical structures. The most important point is to realize and understand the characteristics and mind set up of
the different elements. By comparing all these to each other on the bases of cultivated values and behavior stereotypes. There are hundreds of factors came from historical background and culture that influence the formation of the Afghan society. The arguments are enough to justify that the soil carries much rich and historical cultures and identities (Ladygina, January 2018).

This Tribal system was one of the main causes of civil wars in the past. The social norms and customs are more holy for the tribes than of their lives. They were and they are not agreeing at any value to sacrifices their social values. Most of the population is Pashtun, who are very raged in their traditional identity. Pashtun have a logic that first of all we are Pashtuns than we are Muslims.

**Political Complexity**

Ghani was looking very positive and taking very bold steps to bring peace and stability to the state. His vision is remarkable to bring the state on the roads of prosperity. In the peace process the Taliban are seem to be more dominant in the future. Their narrative is observing more powerful. They have the authority to whom they are willingly to talk and what to talk. Taliban always insisted on direct talk to US and not accepting Kabul as a party and authority in the peace deal. These political dilemmas are fatal and can affect the peace deal badly.

If we characterize the Afghanistan in the mirror of modernization and definition of democracy than it is clear from the historical and practical evidences that the recent regime is failed to control across the large area, practicing power is absent in the state, while the entire system is going through anarchy. Politics and power are in the hands of ethnic groups and tribal leaders while the machinery of state is nowhere. These lines of linguistic and ethnic uses of power are enough to destabilize the regime. The exploitations are at top of the history now a day. The same observed during the Taliban regime in 2001, the institutions and administration failed to deliver services, good governess and develop sociopolitical status. The current situations are the repetition of the past (Kaura, APR 26 2018). The biggest challenge is the political structure and transition of powers in this process. The parties are not still clear what will be the political system of Afghanistan, after US withdrawal, Taliban are seeing more interested in Islamic system while the other political parties are struggling for a democratic system.
Economic Complexity

According to the economic complex index (ECI), Afghanistan was at 115 in the world economy, these calculations were in terms of GDP growth in 2018 calculations. It was at 141 in total exports list and was at 103 in import list. On the other it was also in the list of most complex economy at number 103. The total exports of Afghanistan in 2018 were $1.27B while imports were about $10B, which cause a loss of negative trade of -$8.74B. If we talk about per capita exports and imports than that was about $34.2 and $269 respectively (Strengthening Trade and Economic Ties between). There is no attention to economic growth, the poverty raised more. They have a sluggish economy and the lack of investments and economic satisfaction can lead any peace deal to be unsuccessful. This can create obstacles on the road of peace. Countering economic crises will not only create favorable circumstances for the upcoming peace deal but will also attract foreign investors and donors for reconstruction and rehabilitation after peace deal (Sabit, September 05, 2019).

It is almost the third generation of Afghanistan in war. All the militants are not fighting for religious cause; many of them have economic motives and benefits. Most of them don’t have any other profession to run their livelihood. War is a business for elites. On the other hand these militants have no alternative to war for their economic needs, they have to fight to earn and to live. Poverty is one of the main causes of militancy in Afghanistan, without covering this element and without providing good economic opportunities peace deal is a dream. The peace deal of the main three parties i.e. Taliban, USA and Afghan groups can’t ensure a sustainable peace and prosperity on the afghan soil, until or unless a strategic plan for economic run parallel with peace deal. The large rural population will again move to civil war for economic needs. The people should be raised from poverty. In the absence of economic opportunities, the society will again go for instability; rate of crimes will be increase naturally.

Ethnic Complexity

Afghanistan is home of many sects other than religious ethnicity. Different linguistic and tribal groups are living and carrying hold in the state. Arms hostility is common both culturally and historically. The tribes have rivalry among them
and also have with other tribes and groups. Geography and history created a huge diversity. Tribes and ethnicity carries different relationships, all rural Afghans considered themselves as tribes. There are more than forty major ethnicities who are speaking more than fifty different languages. The tribes mainly identify own members by language speaking and cultural dressing. The tribal system decides the loyalty of a person; each person is more loyal to his tribal leader instead of a state. The fights and conflicts are on the bases of tribalism. There is no national identification of Afghans, nation has always been delicate. The largest among these groups are Pashtuns, Tajiks, Hazaras, Uzbeks, Turkmen and Aimaqs. More influential among all these are Pashtuns who are about 40% of the entire population. Pashtuns are the main dominant ethnic group since the mid of eighteen century. This alignment system formats a complex afghan society.

The concept of Afghan national notion is very different than that of the west, which makes it more unique and complicated. Qawm is the main factor of identification of ethnicity in Afghanistan; Qawn is defined by few main factors, which are tribes, language, families, history, regions, genetic similarities and occupation of a specified area. Most of the time an Afghan will introduce himself as affiliate with "Zadran" tribe or a resident of the "Panjshir" valley, instead of Pashtun or Tajik. Such affiliations are the sign identifies their loyalties to a certain group. In the tradition and customs these loyalties are more valuable than the lives of the members. They will not prefer their lives over such loyalties towards tribes and groups. These relationships were very strong during the 20th century but observed at the strongest position same after the withdrawal of USSR from Afghanistan, people realized tribes and groups are more valuable and important. The Taliban raise and movement was an alliance of the religious, tribal and regional influence. The same can be observed in recent and will be the biggest challenge to Intra-afghan peace in the near future.

Tajiks are Persian-speaking second largest nontribal group of Afghanistan, who are about 30% of the whole population. Tajiks are Sunni religiously. Hazaras are at 3rd number in this list, who are almost 15%. They are living in central region of Hindu Kush known as Haarajat. They are affiliated with Shi’a school of practice. 10% of the population is Uzbek but have enough influence in the region due to warrior nature. They and Turkmen have almost the same history and nature. One more
tribe of enough importance in Afghanistan known as Turkish, Aimaq. They are migrated from Turkey and have loyalties towards Turkey, influenced by Turkish culture. Among these five groups the smallest and weakest ethnic group is Persian speaking, who are more decent and innocent tribe (Hanley, 2011).

### ETHNIC GROUPS IN AFGHANISTAN

<table>
<thead>
<tr>
<th>ETHNIC GROUPS</th>
<th>CONGRESS LIBRARY COUNTRY STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pashtun</td>
<td>42%</td>
</tr>
<tr>
<td>Tajik</td>
<td>27%</td>
</tr>
<tr>
<td>Hazara</td>
<td>9%</td>
</tr>
<tr>
<td>Uzbek</td>
<td>9%</td>
</tr>
<tr>
<td>Aimak</td>
<td>4%</td>
</tr>
<tr>
<td>Turkmen</td>
<td>3%</td>
</tr>
<tr>
<td>Baloch</td>
<td>2%</td>
</tr>
<tr>
<td>Others (Pashai, Nuristani, Arab, Brahui, Pamiri, Gujjar, etc.)</td>
<td>4%</td>
</tr>
</tbody>
</table>

(DIVISION, 2015).

### Regional Complexity

The main reason behind the Afghanistan instability is the interest conflict of regional and global powers and that is the reality that there is excessive funding by the power for continuous the violent and extremist activities. Post Soviet Union collapse era, Pakistan found an occasion to fill the power space. Structure on its support for the Mujahidin confrontation movement during the period of the Soviet occupation of Afghanistan, Pakistan wanted more actively to chase its objective of creating an Islamic bloc from Pakistan through Afghanistan to Central Asia, in order to establish strategic depth against India. Pakistan therefore installed pro
Pakistan, sympathetic regime in Kabul and to woo the Central Asian Republics. The Tajikistan government is particularly sensitized for any support that the Taliban might give to Islamic radicals within its own borders, having emerged in May 1997 from a civil war in which the remnants of the former Soviet regime were pitted against Islamic rebels from the mountains of Gorno-Badakshan.

Uzbekistan is worried and feels fear of both of Tajikistan and Russia. For the reason in the beginning, the Uzbek government show willingness to join in the collective security arrangements sort out by some members of the CIS after the collapse of the Soviet Union but, more recently, particularly with the advent of President Putin, it had distanced itself from Moscow and to reach some kind of arrangements and reconciliation with the Taliban.

However the states of Turkmenistan choose a neutral position and decided to not join any block or collective security arrangements from the invasion of USSR to the collapsing of USSR. They always remain on a side, although they established good diplomatic relations with Taliban.

The USSR invasion was a threat for Iran, which was of a sign of weaken position and hold of Iran on the Shi’a community and school of thought in Afghan population. That’s why Iran preferred to provide economic and strategic support to different militant groups of Shi’a school of believe in the Hazarajat, mainly to those groups who were ideologically loyal to the state of Iran. Those militants were emotionally attached to Iranian revolution. Hisb-e-Wahdat was an umbrella militant group encouraged by Iran to form a stable government in central Afghanistan in 1990, on the same format of Iran revolution. This was clear involvement of Iran in the affairs of internal matters of Afghanistan.

Saudi Arabia has been one of the more low-profile of Afghanistan’s neighbors in recent years but has nonetheless had a major impact on events by funding for establishment and development of Islamic madrasahs in the 1980s and by lending financial support to the Mujahidin until 1991. The open support given to Saddam Hussein during the Gulf War by certain Mujahidin parties, and their denunciation of US military involvement in the Gulf and Saudi support for it, caused the Saudis to withdraw their support. However, their decision at this point to divert their
financial assistance to parties such as Jamiat al-Ulema al-Islami in Pakistan has undoubtedly strengthened the power base of the Taliban. More recently, following the US air strikes of August 1998 and the defiant assertion by the Taliban that they would continue to provide hospitality to the Saudi, Osama bin Laden, who was actively campaigning for the USA to withdraw its forces from the Arabian Peninsula, Saudi Arabia discontinued its support. It also lowered its level of diplomatic representation, having been one of only three countries, along with Pakistan and the United Arab Emirates, which extended diplomatic recognition to the Taliban regime when they first captured Mazar in May 1997. On the other hand, USA and China are struggling to have enough influence in Afghanistan. Russia is also hopeful to get back Communist Regime in the state. The biggest player in the play is India, who is putting all his efforts to counter Pakistan’s influence.

All these situations and trend of the past is making the peace deal as a dream. United State is withdrawing on the same manner of USSR. The regional powers and neighbor states are on the ground with the same manner of 1989. These powers will try to achieve their interest at any cost; obviously all of them have enough influence in the state. This tug of power is making Intra-Afghan Peace deal more complicated and ambiguous.

**Religious Complexity**

Achieving a durable peace also relies on Afghanistan’s peoples and armed groups reaching an accommodation. It is here that Peter Marsden’s Report makes its most significant contribution. He explains the political, social, religious and ethnic factors behind the country’s recent history, debunking in the process some of the simplistic and stereotyped views so prevalent abroad. The systematic denial of women’s rights, generally associated with the Taliban’s interpretation of Islam, is in fact a much deeper phenomenon in Afghan society, most closely associated with the Pushtun tribe. At the same time, political killings and torture practiced by those in power, often against members of ethnic and religious minority groups, are largely unreported.

So too is the manner in which the conflict has become in some respects ethnicized – again partly through foreign influences – as demonstrated most horrifically in the
waves of killings carried out by the Northern Alliance and Taliban forces, in turn, following the abortive Taliban attempt on Mazar-i-Sharif in May 1997 and their successful conquest of the city in August 1998 (Marsden, November 2001).

The Sunni population, comprising the Baluchis, Pushtuns, Tajiks, Turkomans and Uzbeks, for the most part, all adhere to the Hanafi School while the Shi’as are divided between the Imami Shi’as (part of the Hazara population, together with the Farsiwan and the Qizilbash) and the Ismaili Shi’as (part of the Hazara and Tajik populations, together with several thousand people living in the Pamirs, the high peaks of Badakshan). There used to be a strong Sufi, or mystic, tradition in Afghanistan which, in later years, was very much linked to two traditionalist Mujahidin leaders, Pir Gailani and Sibghatullah Mujadidi. Sufism was not tolerated by the Taliban and it is likely that, with the departure into exile of these two men, its practice has largely died out. In addition to the Muslim population, about 20,000 Hindus and 10,000 Sikhs have worked in the cities of Afghanistan as traders, merchants and moneylenders. They have also had a major role in the money market. The intensity of the conflict in Kabul, from 1992 to 1996, led a majority of the Hindus and Sikhs to leave the country, primarily for India, or to move to relatively safe areas such as Jalalabad.

The Hindu and Sikh populations have been able to practice their respective religious beliefs, rituals and festivals without any official constraints. However, the arbitrary nature of rule since 1992 has often acted as a de facto constraint because of the climate of fear. The Taliban twice announced that they would require Sikhs and Hindus to wear yellow pieces of cloth to enable the religious police to differentiate them from Muslims and so not enforce the behavioral codes imposed on the Muslim population. Afghanistan’s two decades of conflict have been sustained by the sponsorship of other states, including Iran, Pakistan, Saudi Arabia, the Soviet Union/Russian Federation and the USA. A formula to end the conflict will require not only the agreement of the Afghan parties but also clear commitments from these other states to enable the Afghan people to decide their own future, with at the same time the support of the international community to help rebuild the country. The UN process centered on the Six plus Two Group therefore still offers the most promising vehicle for the negotiation of a wider political settlement in the wake of the US-led military action.
The religious dilemma is the most dangerous obstacle on the way of peace too Afghanistan. The religious belief system will hit the peace process with more power. The affiliations of religious groups with neighbor states like Pakistan, Iran and Saudi Arabia will confuse the peace deal especially the Intra-Afghan peace deal more.

**Recommendations**

To achieve the dream of a peaceful Afghanistan, some recommendation can be drawn from the research work.

The US have to force Taliban to negotiate with Ashraf Ghani and Abdullah Abdullah. Both the political leaders have enough influence and large number of followers in the state, without their involvement the dream for a sustainable peace and stability has no physical existence. On the other hand Taliban also have to respond positively and maturely towards Intra-Afghan peace deal. Intra-Afghan peace is much complicated than the peace deal with US. The biggest challenge for Taliban is to bring all the interior groups on a single page.

All the stakeholders have to accept each other. Taliban have to accept the democratic government as representative of public and Kabul has to accept Taliban as the main party for negotiation. Without accepting each other the peace deal is of no value. The anarchy still exists. Being a major group Taliban need to bring all the Ethnic, regional and religious groups to table for peace deal. The tribal leadership should be in unity for durable peace on the soil. The absence of few groups or leaders can push the state into civil wars again in the same pattern of 1989 and 1992.

Each and every group and tribe have some external relations i-e Taliban are more affiliated with Pakistan, Sunni have religious ties with Saudi, Shia are more loyal towards Iran, democratic government are in economic ties with India and some tribes are respecting Turkey and central Asia. In Intra-afghan peace deal all the groups have to ignore their foreign, personal, religious and political affiliations and have to think about the future of own state and nation. Taliban are more interested in Islamic radical system while Kabul is looking forward towards
democracy. Tribes are interested in Pashtun Tribalism format of state affairs. A moderate system should be adopted for the state affairs and selection of Government and representatives, acceptable to each group and party. The only way to format a national level Loya Jirga, which have representatives from each group and tribe to decide a system for future to run the state affairs.

In Afghanistan each and every leader is trying for own and its group interest. Preferences should be given to the choices of public instead of personalities. A plebiscite is a positive option to measure the choices of common public. Through the choices of public the state can easily achieve the main objectives of a state like prosperity and stability. Pashtuns are about 42% of the entire population. They respect the tribal system and Loya Jirga more than the religious teachings. There is a famous quote in Pashto that “we are Pashtun from 5000 years and we are Muslims from 1400 years”. The other ethnic groups are also affiliated with tribal system. The most effective way to bring peace and stability is the tribal diplomacy of “Jirga” and “Pakhtunwali.”

The biggest issue with this region is the multi diversity of tribes, ethnic groups and religious sects. The leaders are more loyal to their affiliations instead of states. Same is the issue with Afghanistan. Unity of all groups and honesty of the leaders is the only way to bring Afghanistan on the roads of peace and prosperity. All the Groups have to compromise up to some extent on their ideologies. Without compromising and bowing heads in front of each other the peace and prosperity is not possible. Afghan has to be Conscientious practical human being, whose initiative, should be dictated by the demands of circumstances and not by ideologies and school of thoughts.

Conclusion

The US made a mistake they signed a deal in which it was finalized that Taliban will not attack on US forces but no such promise made that Taliban will not threaten Afghan security forces, that’s why the violence is still observing. From the statements of Taliban leaders it is clear that they are planning to fight Kabul after US withdraw for ultimate power. A single mistake will provide way to big losses and destructions. Afghanistan is an international industry, from where everyone is earing; stake holders invested in drug business are not in favor of complete peace.
Peace is possible but will be more effective if Afghans choose the traditional ways of “Pakhtunwali” instead of modern diplomacy. Power sharing, disarming of militants, integrating of militants, system through which the state will be governed and amendments in the constitution are not simple problems. The role of neighbor states is very important to decide the future of Afghanistan. Unity and sincerity are the only tools to dissolve the problem. Taliban are ready now to counter the internal rivals. The history is going to repeat itself on the pattern of USSR disintegration. Recently in a leaked phone call of “Mula Barader” appealed the public to help them in establishing an Islamic state, he said to the supporters of USA that they are leaving you helpless, now there is only one option with you people to unarm to Taliban. This phone call is the indicator that Taliban are planning for further armful actions. In reaction of such actions other Militant, Ethnic and democratic forces will respond and the state of Afghanistan will again go towards instability and lawlessness. No one is ready to compromise on ideological and political affiliations. In such circumstances every group and leader will obviously try to achieve more power, money and position, Civil War looms in Afghanistan.
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Bearing the Brunt: The Effect of Terrorism on the Foreign Direct Investment in South Asian Association for Regional Cooperation (SAARC) Nations

Abdul Mansoor*

Abstract

The current state of terrorism has posed serious challenges to macroeconomic environment stability by causing the dislodgment of foreign direct investment (FDI). This study aims to find the impact of terrorism along with other important policy variables such as FDI, Terrorism, law and order, Tariff, and Government regulation in the SAARC member nations, namely, Bangladesh, Bhutan, India, Nepal, Pakistan, Afghanistan, Maldives, and Sri Lanka. Utilizing a panel econometric estimation model on annual data from 1990-2019, the results of the study show a significant negative impact of terrorism and law and order situations in the SAARC countries. Whereas the magnitude of FDI is technology-driven in Pakistan, Bangladesh, and Afghanistan where there is a deep focus on the physical structural transformation. This empirically establishes the fact that terrorism is a serious threat to FDI and economic growth for the economies in this region.

Key Words: FDI; Terrorism; Tariff, SAARC,

Introduction

Foreign direct investment (FDI) plays an important role in the economic growth and development of any country by providing much capital for required investment, boosting up jobs availability, increasing managerial skills, and bringing modern technology (Warfare and Nurudeen, 2010). FDI inflows help to increase the growth level in the host country especially if the country is a developing nation then FDI inflows help to decrease unemployment, obtain advanced technology, shrink the gap between saving and investment, boost production, and market competition (Khan, 2008). Countries take much interest in FDI because they consider it as a crucial tool for economic growth because through FDI countries get a skill, space for modern technology, generate income and get access to world markets (Herzer and Nunnenkamp, 2011).

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FDI provides capital inflows, skills, advanced technology, new products, entrepreneurial capability, and access to international markets, which are crucial for industrialization, so in this way, more jobs are being available to the masses which eventually reduces poverty and brings economic stability in the developing countries. This is the reason that now a day’s developing nations acknowledge the prospective importance of FDI for their development, so they are going to liberalize their investment policies (Zeb et al., 2014). Despite all these, FDI also has a positive impact on domestic firms in the form of spillover effects, which is to increase the movement of skilled workers from foreign to domestic industry, to increase the competition by enhancing and copying the production process of the foreign technology (Mishra, 2011).

South Asia is one of the affected regions by terrorism. According to Sandler and Enders (2004) terrorism is defined as “The premeditated use or threat of use of violence by individuals or subnational groups to obtain a political or social objective through the intimidation of a large audience, beyond that of the immediate victim”. Any type of exploitation of a country’s resources that bring financial instability to that country such as smuggling and attacks are counted as a form of terrorism. Terrorism not only destroys the financial system but also damages the physical infrastructure and investors’ confidence. Investors tend to invest only when they feel about their investment is safe and secure (Rasheed & Tahir, 2012). In the case of an open economy, the terrorist attacks will affect the allocation of productive capital, increase uncertainty and risk about returns on investment so foreign investors shift investment across the countries where they feel safer about their profit (Abadie & Gardeazabal, 2008).

In Pakistan, since 2003, more than 52,000 people, with 19,000 civilians, have lost their lives due to terrorism (South Asia Terrorism Portal, 2014). Due to terrorism, Pakistan lost 33% of its real national income, which is equal to annually 1% GDP loss per capita. Reduction in FDI and foreign worker remittances are the consequences of this loss (Mehmood, 2013). According to a study conducted by Singh (2013) on investment data of 510 farmers in India, a significant negative relationship is found between terrorism and level of investment for the long period. But for short period this relationship is statistically insignificant. Insecurity increased borrowing costs for farmers too.
There is a significant negative correlation between FDI inflows in manufacturing, trade, and repair and construction sectors and terrorist activities in developed nations (Agrawal, 2011). Both domestic and transnational terrorism reduce FDI. But the impact of transnational terrorism on FDI is more because here foreign assets and persons are the targets of terrorists (Bandyopadhyay et al., 2014). In developing economies, an increase in violence in the host country induces to shift in horizontal FDI to vertical FDI (Bloomberg & Mody, 2002). Terrorism in its different forms brings uncertainty amongst investors and they make a less direct investment (Schneider and Frey, 1985).

A few studies are found regarding terrorism and FDI (Zulfiqar et al., 2014; Bandyopadhyay et al., 2011; Zeb et al., 2014; Shahzad et al., 2014, Fatima et al. 2014, Rauf et. al. 2014). In studies on terrorism and FDI, some use an insufficient number of observations that do not represent the overall situation in that country such as (Rasheed and Tahir, 2012). The empirical studies analyzed that the impact of Terrorism on FDI is limited (Shah & Faiz, 2015; Haider & Anwar, 2014; Hussain and Faiz, 2015).

The above studies examine the effects of terrorism on FDI irrespective of whether the country is developing or developed. One distinguishing point is that apart from considering FDI as an aggregate phenomenon, it rather can be examined separately on different sectors of the economy. In this way, we can get a broader view of the economy. Unlike the previous literature, this study focuses on the impact of terrorism on some selected sectors in the SAARC countries.

**An Overview of the SAARC Nations**

The South Asian Association for Regional Cooperation (SAARC) consists of Pakistan, India, Bangladesh, Bhutan, Maldives, Nepal, Sri Lanka, and Afghanistan. It is a geopolitical region and economic association established in 1985. The Secretariat of SAARC is in Kathmandu, Nepal. The main objective of the SAARC was to improve the quality of life, accelerate economic, social, and cultural development activities among members through combined economic areas. In 2007, Afghanistan became the 8th member of SAARC. The member countries of SAARC cover up an area of 4.1 million km² and the residents of the region accumulate to a fifth of the population around the world. The SAARC region
consists of almost 67 percent of the low-income population of the world (Das, 2007; Behera, 2008). India is the largest economic country among all the member countries where the services sector generates more than half of GDP (Zaheer, 2013). Table 3.1 shows the gross national income of each member country.

SAARC with more than 2 billion population is the world’s largest regional cooperation. SAARC members must devise policies for common benefits to boost up trade and investment amongst the members and to increase GDP growth to eliminate poverty. (Mamood 2013). The major traded items from and within the SAARC countries are primarily agricultural and semi-manufactured products. Some of the major indicators of SAARC member is depicted in the table.

Table 1: Major Economic Indicators for the SAARC Countries
(annual growth)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Afghanistan</th>
<th>Bangladesh</th>
<th>Bhutan</th>
<th>India</th>
<th>Pakistan</th>
<th>Nepal</th>
<th>Maldives</th>
<th>Sri Lanka</th>
</tr>
</thead>
<tbody>
<tr>
<td>GDP growth</td>
<td>14.4</td>
<td>6.2</td>
<td>4.61</td>
<td>4.7</td>
<td>4.0</td>
<td>4.9</td>
<td>1.34</td>
<td>6.3</td>
</tr>
<tr>
<td>Inflation</td>
<td>7.21</td>
<td>6.22</td>
<td>10.9</td>
<td>9.4</td>
<td>9.7</td>
<td>9.5</td>
<td>12.2</td>
<td>7.6</td>
</tr>
<tr>
<td>Exports (% of GDP)</td>
<td>5.6</td>
<td>23.2</td>
<td>36.0</td>
<td>24</td>
<td>12.4</td>
<td>10.0</td>
<td>111.4</td>
<td>23</td>
</tr>
<tr>
<td>Imports (% of GDP)</td>
<td>39.2</td>
<td>32.2</td>
<td>64.5</td>
<td>30.8</td>
<td>20.3</td>
<td>33.6</td>
<td>112.3</td>
<td>36.5</td>
</tr>
</tbody>
</table>

Source: World Bank (2020)

FDI in Sample Nations
After GATT (1948), SAARC economies couldn’t get their benefits due to their failure to produce competitive prices commodities and innovative methods of production. During the last decade, FDI inflows have increased in the SAARC region due to establishing trade and FDI-friendly policies. However, in 2015 due to the low growth rate in SAARC size of the FDI share declined (UN, 2015). India was
the first who relaxed its trade policies for FDI and during 1994 it gets FDI inflows of 3.5 dollars (RBI, 2000). While Pakistan started to receive maximum FDI in 1991-92 ranging from 200 to 400 million dollars (SBP, 1997), a sharp increase in FDI was observed during the last decade, it has reached 55 billion dollars (WDI, 2018). Bangladesh received the highest FDI inflows since after 2010 amount ranges 41.5 to 407.5 million dollars, Nepal received a greater FDI share during 2015 and 2020. In this way, during the 2010s, most of the Asian countries increased their growth rate more rapidly than other developing countries of the rest of the world.

During 2013 FDI inflows in South Asia became 2.4 % of the world share. In 2014, FDI inflows reached 41.2 billion dollars with an increase of 16%, and this inflow became 3.4% of the world’s share in FDI inflows (UNCTAD, 2015).

Table 2: FDI Inflows in Selected SAARC Countries as % of GDP (billion US$)

<table>
<thead>
<tr>
<th>Year</th>
<th>India</th>
<th>Pakistan</th>
<th>Bangladesh</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>5.47</td>
<td>0.485</td>
<td>0.079</td>
</tr>
<tr>
<td>2012</td>
<td>5.62</td>
<td>0.798</td>
<td>0.052</td>
</tr>
<tr>
<td>2013</td>
<td>4.32</td>
<td>0.949</td>
<td>0.27</td>
</tr>
<tr>
<td>2014</td>
<td>5.77</td>
<td>1.524</td>
<td>0.45</td>
</tr>
<tr>
<td>2015</td>
<td>7.70</td>
<td>3.521</td>
<td>0.81</td>
</tr>
<tr>
<td>2016</td>
<td>20.33</td>
<td>5.1396</td>
<td>0.70</td>
</tr>
<tr>
<td>2017</td>
<td>25.4</td>
<td>5.409</td>
<td>0.66</td>
</tr>
<tr>
<td>2018</td>
<td>43.40</td>
<td>3.1799</td>
<td>1.00</td>
</tr>
<tr>
<td>2019</td>
<td>35.60</td>
<td>2.1508</td>
<td>0.97</td>
</tr>
<tr>
<td>2020</td>
<td>24.16</td>
<td>1.739</td>
<td>0.71</td>
</tr>
</tbody>
</table>


During the previous 5 years, India has received 177.77 billion dollars FDI inflows for the same period Pakistan only received 24.96 billion dollars. This credit goes to friendly policies for FDI, during 2010 size of this inflow declined due to a low level of economic growth (UN, 2018). During the 1990s, FDI inflows in SAARC nations was 6658 million dollars this consists of 0.33 percent of total world FDI inflows, however, during 2010 onwards this amount increased to 49177 million dollars which consists of 2.89 percent (UNCTAD, 2019).
Terrorism in SAARC Nations

Due to high threats of terrorist attacks in the region, the 3rd conference of SAARC in 1987, terrorism was the top agenda and all members signed and agreed on ‘SAARC Regional Convention on Suppression of Terrorism.’ (Jabeen and Choudry, 2013). South Asian countries facing discontent and disturbances due to undermining factors of religious and ethnic clashes, political divergence (Malik, 2009). The causes of terrorism in South Asia are poor law and order, income inequality, poverty, Unemployment, illiteracy rate (Zeb, et al., 2014). For South Asia phenomenon of terrorism and violence in any form is not a new challenge, sometimes in form of separatism, right- and left-wing politics and religious extremism, terrorism, and political violence have been existing in this region from time to time. The major purpose of many of the groups is to capture the power and to transform the systems of governance according to their will (IPS, 2009). South Asia is paying heavy costs of terrorism in the direct and indirect form of infrastructure, crops and industrial unit destruction, deterioration of economic activities, and loss of confidence in the economy thus as a result economy must face long term brain drain, expenditure on counter-terrorism, low level of FDI inflows, heavy economic and transaction costs (Kumar, 2012).

Figure 1: Country-Wise Terrorism in SAARC Countries

Source: GTD (1990-2013)

Studies regarding terrorism and FDI have usually focused on aggregate FD. Unlike the previous literature, this study adds a new dimension of FDI inflows by focusing
on a sector-wise study with a special reference to those countries that are facing terrorism. This study also adds the role of law and order and governance as a policy variable that is never realized in discussing the South Asian countries. This study is focused to clarify the FDI and governance nexus in true spirit.

**Theoretical Model of FDI**

As literature shows that lots of empirical work done on FDI but sound theoretical model is lacking (Blonigen, 2005). Earlier studies on FDI show mixed findings about the nature, consequences, flow, barriers, causes and determinants of FDI. Capital movement theory based on portfolio investment provided a base for FDI description. The concept of industrial organization theory has considered FDI as a means of transfer of information and assets of the firms and multinational organizations acquire FDI only if they possess some advantages of brand, patent and managerial skill etc. from locally based firms, in product life cycle model firms establish entities abroad for their home products to sale out in the host country. According to Investment Development cycle higher value-addition used by MNE, this value addition increased with the host country’s development (Mina, 2007). She developed “OLI (ownership advantage, location advantage and internalization advantage” paradigm for a firm (occupy FDI), it is the best theoretical approach of FDI inflows, this OLI paradigm includes microeconomic and macroeconomic determinants of FDI to describe the reasons or advantages of FDI for a firm. Firm size, benchmark and product diversification is included in ownership advantages, Location advantages are attributed to developing economies; minimize costs of transportation and communication, natural resources, political stability and policies etc. in the host country. This paradigm is empirically examined by Galan and Gonzalez-Benito (2001) for Spanish MNC.

**Theoretical Model for Terrorism**

For a long time, economists have been considering the economic concerns of conflict and war. An increase in fundamentalism or the harmony of groups is the sole motivator to terrorist movements. However, bad economic conditions are also responsible to increase conflicts, wars, and terrorism. Groups involved in terrorism when they become unable to bring changes in the political scenario of the country, having limited access to economic opportunities so they consider terrorist attacks as the only way to displace unwanted policy and policymaking influential,
terrorism diverge investment spending to unproductive spending on military
Epstein and Gang, 2002; Bernholz, 2003). When economic elite groups diminish
and use resources in the form of taxes and rents, this is shocking for deprived
groups in the economy through terrorist activities and insurgency these groups try
to demolish the status quo and get access to resources (Tornell, 1998). Terrorist
groups with political, religious, and ideological motives perform extra violence and
with instant effect usually hit large audiences too (Enders and Sandler, 2006). An
increase in terrorist attacks going to decline in income and affects other economic
variables in a closed economy.

Empirical Model
The studies of (Schneider and Frey, 1985; Enders and Sandler, 1996; Gaibulloev and
Sandler, 2009; Hallberg, 2016) explains that FDI depends on number of factors
including economic, geographic, political and etc. following the literature FDI and
terrorism are demonstrated as following:
The functional form of the model is expressed as:

\[ NFDI_{jt} = \alpha + \beta_1 \text{Law and Order}_{jt} + \beta_2 \text{Tariff}_{jt} + \beta_3 \text{Government Regulations}_{jt} + \beta_4 \text{Terrorism}_{jt} + \epsilon_{jt} \]  

Where; the dependent variable is FDI, independent variables are Terrorism, Tariff,
while Government regulations and law and order are control variables. The data is
taken from the world Bank database.

\[ NFDI = \text{Net Foreign Direct investment inflows in selected SAARC countries} \]
\[ \alpha = \text{constant term} \]
\[ \beta = \text{Coefficient of independent Variable} \]
\[ \epsilon = \text{Error Term} \]
where, \( j \) represents selected sectors of selected SAARC countries.

Empirical Model of the Study
To undergo linearization of the data we take the natural log of the variables. The
model after log transformation is given as:

\[ \ln NFDI_{jt} = \alpha + \beta_1 \ln(\text{Law})_{jt} + \beta_2 \ln(\text{Tariff})_{jt} + \beta_3 \ln(\text{Regel})_{jt} + \beta_4 \ln(\text{Terr})_{jt} + \epsilon_{jt} \]

\[ \text{(3)} \]
Estimation and Results
Descriptive Statistics of the data are given in Table 3 depicting mean, median, standard deviation and range. India has maximum mean value in manufacturing sector, Pakistan, Bangladesh and Nepal have maximum mean value in communication sector, if we compare the mean values regarding FDI, India is leading in manufacturing, Finance and business, transport and communication. However, in case of terrorism Pakistan has higher mean value than other SAARC countries of India, Bangladesh and Nepal. For India, summary of statistics shows a maximum mean value for regulation and law and order, where Pakistan, India have maximum average value for tariff.

Table 3: Summary Statistics of the variables for Countries:

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAKISTAN</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDI Finance &amp; Business</td>
<td>264.4792</td>
<td>405.4738</td>
<td>1859.7</td>
</tr>
<tr>
<td>FDI Manufacturing</td>
<td>66.29375</td>
<td>58.43863</td>
<td>188.7</td>
</tr>
<tr>
<td>FDI Transport &amp; Communication</td>
<td>353.7517</td>
<td>612.4275</td>
<td>1934.8</td>
</tr>
<tr>
<td>Terrorism</td>
<td>795.4304</td>
<td>945.7279</td>
<td>3469.33</td>
</tr>
<tr>
<td>Law</td>
<td>4.219202</td>
<td>0.117505</td>
<td>0.369147</td>
</tr>
<tr>
<td>Tariff</td>
<td>28.60250</td>
<td>19.83720</td>
<td>54.76</td>
</tr>
<tr>
<td>Govt. Regulation</td>
<td>4.422673</td>
<td>0.142079</td>
<td>0.469495</td>
</tr>
<tr>
<td><strong>INDIA</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FDI Finance &amp; Business</td>
<td>998.0933</td>
<td>1288.898</td>
<td>4428.88</td>
</tr>
<tr>
<td>FDI Manufacturing</td>
<td>2489.740</td>
<td>2350.965</td>
<td>9283.75</td>
</tr>
<tr>
<td>FDI Transport &amp; Communication</td>
<td>995.8362</td>
<td>1565.227</td>
<td>7070.51</td>
</tr>
<tr>
<td>Terrorism</td>
<td>646.5833</td>
<td>225.6176</td>
<td>364</td>
</tr>
<tr>
<td>Law</td>
<td>5.106908</td>
<td>0.141447</td>
<td>0.401468</td>
</tr>
<tr>
<td>Tariff</td>
<td>28.18708</td>
<td>21.89475</td>
<td>82.96</td>
</tr>
</tbody>
</table>
The order of integration of variables of the study through unit root test recommended by Levin, Lin and Chu (2002) to examine the stationarity of variables in the model. Null hypothesis of this test is existence of unit root. Table 4 shows the results of panel unit root test at the significance level of 5%.

Panel Unit Root Test

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDI Finance &amp; business</td>
<td>94.61042</td>
<td>71.77257</td>
<td>260.2</td>
</tr>
<tr>
<td>FDI Manufacturing</td>
<td>145.8792</td>
<td>153.6349</td>
<td>679.58</td>
</tr>
<tr>
<td>FDI Transport &amp; communication</td>
<td>270.3808</td>
<td>363.3279</td>
<td>1153.13</td>
</tr>
<tr>
<td>Terrorism</td>
<td>149.3883</td>
<td>172.7494</td>
<td>656</td>
</tr>
<tr>
<td>Law</td>
<td>4.103800</td>
<td>0.083770</td>
<td>0.312788</td>
</tr>
<tr>
<td>Tariff</td>
<td>45.33458</td>
<td>36.99258</td>
<td>96.01</td>
</tr>
<tr>
<td>Govt. Regulation</td>
<td>4.052883</td>
<td>0.092220</td>
<td>0.367603</td>
</tr>
</tbody>
</table>

BANGLADESH

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDI Finance &amp; business</td>
<td>0.036417</td>
<td>0.044978</td>
<td>0.218</td>
</tr>
<tr>
<td>FDI Manufacturing</td>
<td>19.17375</td>
<td>16.88605</td>
<td>82.08</td>
</tr>
<tr>
<td>FDI Transport &amp; communication</td>
<td>979.0508</td>
<td>1286.114</td>
<td>4015.81</td>
</tr>
<tr>
<td>Terrorism</td>
<td>68.03375</td>
<td>88.14390</td>
<td>363</td>
</tr>
<tr>
<td>Law</td>
<td>4.479458</td>
<td>0.307715</td>
<td>0.885224</td>
</tr>
<tr>
<td>Tariff</td>
<td>14.20933</td>
<td>4.142791</td>
<td>12.116</td>
</tr>
<tr>
<td>Govt. Regulation</td>
<td>4.406994</td>
<td>0.149270</td>
<td>0.459754</td>
</tr>
</tbody>
</table>
Table 4: Test for Stationarity for the Sample Nations

<table>
<thead>
<tr>
<th>Variable</th>
<th>Level</th>
<th>At Difference</th>
<th>Order of Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>FDI_{Financial &amp; business}</td>
<td>0.93723</td>
<td>0.8257</td>
<td>-11.7788</td>
</tr>
<tr>
<td>FDI_{Manufacturing}</td>
<td>2.32944</td>
<td>0.9901</td>
<td>-9.62572</td>
</tr>
<tr>
<td>FDI_{Trans &amp; Commu}</td>
<td>1.04290</td>
<td>0.8515</td>
<td>-8.78105</td>
</tr>
<tr>
<td>Terrorism</td>
<td>0.13042</td>
<td>0.5519</td>
<td>-12.8658</td>
</tr>
<tr>
<td>Law</td>
<td>-</td>
<td>0.2917</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>0.54849</td>
<td>9.69886</td>
<td></td>
</tr>
<tr>
<td>Tariff</td>
<td>-0.02528</td>
<td>0.4899</td>
<td>-5.48122</td>
</tr>
<tr>
<td>Regulation</td>
<td>-1.01715</td>
<td>0.1545</td>
<td>-11.3089</td>
</tr>
</tbody>
</table>

Note: All the variables are measured in the log form.

Table 4 shows that all variables are stationary at first difference i.e., 1(1). Because \( p \)-values are less than 5 percent, so the null hypothesis is rejected of existence of unit root at the 1st difference.

**Results of Padroni Residual Co-Integration Test**

As the results of panel unit root test confirms the seven series (finance and business, manufacturing, transport and communication, terrorism, law and order, tariff and regulations) are the 1(1), by using these results we continue further and test presence of co-integration among the variables we apply heterogeneous panel co-integration test developed by Pedroni (1999), this test also allows cross-sectional interdependence for various individual effects.
The study also apply Engel-Granger test on the variables in the model to observe whether a co-integration exists among the variables. The null hypothesis for this test is “no co-integration” among the variables. Results of the tests are shown in table 5. The null hypothesis is rejected because p-values are significant at 5% for Pedroni, Kao and augmented Dickey-Fuller test. Such as in case of Intercept and no trend, p-values are significant at 5%, similarly in presence of Intercept and trend, p-values are significant at 5%, while in case of No intercept and trend p-values are significant at 5%. Thus, most of the p-values are significant at 5%. Therefore, it is proved by the results that long run relation exists among the variables of the model.

As long run relationship is found among the variables OLS estimation provides spurious results. To acquire reliable results Fully Modified OLS (FMOLS) test is applied this test is introduced by Pedroni (1999). The results of this test are not
only reliable for long-run co-integrated variables but also helpful in controlling for auto-correlation and endogeneity problems. On the other hand, results of Kao augmented Dickey-Fuller test for co-integration also describe that the model of panel data is co-integrated.

<table>
<thead>
<tr>
<th>Table 6: Kao Residual Co-Integration Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>t-Statistic</strong></td>
</tr>
<tr>
<td>ADF</td>
</tr>
<tr>
<td>Residual variance</td>
</tr>
<tr>
<td>HAC variance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 7: Augmented Dickey-Fuller Test</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Coefficient</strong></td>
</tr>
<tr>
<td>RESID(-1)</td>
</tr>
<tr>
<td>R-squared</td>
</tr>
<tr>
<td>Adjusted R-sq</td>
</tr>
<tr>
<td>S.Error</td>
</tr>
<tr>
<td>Sum squared resid</td>
</tr>
<tr>
<td>Log likelihood</td>
</tr>
</tbody>
</table>

Dependent Variable: D (RESID)

The panel cointegration test confirms the long run association among the variables. It means that all variables are cointegrated in the long run. The results of Kao residual test and Pedroni tests permit us to further apply the Fully Modified OLS (FMOLS) model to see the long run impact of the exogenous variables in the target variable i.e. the FDI in all the three selected sectors of Pakistan. Table 8 shows the outcome of FMOLS if FDI is considered as a target variable in the first sector.
Table 8: Estimates of FMOLS in Finance and Business Sector
(FDI as dependent variable)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>Std. Error</th>
<th>T-Statistic</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law and Order</td>
<td>13.777</td>
<td>4.725</td>
<td>2.914</td>
<td>0.004</td>
</tr>
<tr>
<td>Govt Regulation</td>
<td>3.518</td>
<td>4.365</td>
<td>0.805</td>
<td>0.4226</td>
</tr>
<tr>
<td>Terrorism</td>
<td>-0.320</td>
<td>0.186</td>
<td>-1.716</td>
<td>0.090</td>
</tr>
<tr>
<td>Tariff</td>
<td>-0.903</td>
<td>0.307</td>
<td>-2.938</td>
<td>0.004</td>
</tr>
</tbody>
</table>

Table 8 shows the empirical outcomes of the FMOLS model that is executed keeping the FDI as dependent variable in the business sector of overall sector wise segmentation of the SAARC countries. The FMOLS model has a null hypothesis of no long run association among the said variables against the alternative that tell that there is long run impact among the variables. The coefficient value shows the magnitude of change in the endogenous variable explained by the exogenous variable of the model. According to the results depicted in the above table, the p-value is below 5% that means that the probability of accept the null is very low. So, we accept the alternative hypothesis by concluding that there is a long run significant impact of law and order situation on the FDI in sector 1. Keeping in view the magnitude, the table shows that 1% improvement in the law and order situation in the country will bring about 13.77% rise in the amount of FDI in the region. It is also justifiable on theoretical grounds that FDI increases where there is safety to the invested amount of the investors. Similarly, reduction in the terrorism activity enhances the FDI in the country by a significant amount. The role of tariff is very important over here. If terrify on imports are subsidized or reduced that there would be a significant rise in the level of FDI in the country, while we do not find any foot prints of government regulations in the improving of FDI in business sector.
Table 9: Estimates of FMOLS in Manufacturing Sector  
(FDI as dependent variable)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>Std. Error</th>
<th>T-Statistic</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law and Order</td>
<td>-4.399</td>
<td>3.594</td>
<td>-1.224</td>
<td>0.224</td>
</tr>
<tr>
<td>Govt Regulation</td>
<td>1.544</td>
<td>3.226</td>
<td>0.481</td>
<td>0.631</td>
</tr>
<tr>
<td>Terrorism</td>
<td>-0.359</td>
<td>0.132</td>
<td>-2.702</td>
<td>0.008</td>
</tr>
<tr>
<td>Tariff</td>
<td>-0.606</td>
<td>0.155</td>
<td>-3.896</td>
<td>0.002</td>
</tr>
</tbody>
</table>

Table 9 shows the empirical outcomes of the FMOLS model that is executed keeping the FDI as dependent variable in the manufacturing of overall sector wise segmentation of the SAARC countries. The FMOLS model has a null hypothesis of no long run association among the said variables against the alternative that tell that there is long run impact among the variables. The coefficient value shows the magnitude of change in the endogenous variable explained by the exogenous variable of the model. According to the results depicted in the above table, the p-value is below 5% that means that the probability of accept the null is very low. So, we accept the alternative hypothesis by concluding that there is a long run significant impact of law and order situation on the FDI in sector 2. Keeping in view the magnitude, the table shows that the government regulation as well as law and order situation in the country has no foot prints over FDI in the region. Whereas FDI is improved remarkably due to reduction in the level of terrorism and tariff. The above table shows that if the government overcome the issue of terrorism in the country, it can boost up the FDI by 35.9% in the long run. On the other hand, reducing the tariff on the international trade the FDI can be raise by the rate of 60.6% in the long run that is a very significant impact over a long run.

Table 10: Estimates of FMOLS in Transport and Communication Sectors  
(FDI as dependent variable)

<table>
<thead>
<tr>
<th>Variable</th>
<th>Coefficient</th>
<th>Std. Error</th>
<th>T-Statistic</th>
<th>P-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law and Order</td>
<td>-2.561</td>
<td>4.306</td>
<td>-0.594</td>
<td>0.553</td>
</tr>
<tr>
<td>Govt Regulation</td>
<td>5.652</td>
<td>3.840</td>
<td>1.471</td>
<td>0.145</td>
</tr>
<tr>
<td>Terrorism</td>
<td>-0.253</td>
<td>0.160</td>
<td>-1.582</td>
<td>0.117</td>
</tr>
<tr>
<td>Tariff</td>
<td>-2.293</td>
<td>0.252</td>
<td>-9.907</td>
<td>0.000</td>
</tr>
</tbody>
</table>
Table 10 shows the empirical outcomes of the FMOLS model that is executed keeping the FDI as dependent variable in the transport and communication sectors of overall sector wise segmentation of the SAARC countries. The FMOLS model has a null hypothesis of no long run association among the said variables against the alternative that tell that there is long run impact among the variables. The coefficient value shows the magnitude of change in the endogenous variable explained by the exogenous variable of the model. According to the results depicted in the above table, the p-value is below 5% that means that the probability of accept the null is very low. So, we accept the alternative hypothesis by concluding that there is a long run significant impact of law and order situation on the FDI in transport and communication. Keeping in view the magnitude, the table shows that there is no impact of law and order situations and government regulation with the improvement of FDI in the transportation and communication sectors in the country. Whereas there is a significant relationship between the amount of tariff and the level of FDI in the long run i.e. reduction the tariff will; bring about a rise of 22.93% in the FDI that is a good sign if the governing body take this variable in consideration.

Our results are consistent with the outcomes of Rasheed and Tahir (2012), Iqbal et. al. (2014), and Shah and Faiz (2015) who documented the negative impact of terrorism and tariff on the FDI in the country while the law and order situation improves the level of FDI in the overall business sector, manufacturing and transport and communication sectors of the country. According to the findings of Ali (2010) in Pakistan political instability and terrorist attacks hit manufacturing sector badly, its share to GDP remains very low i.e. 18.2 percent in last few years. The most affected areas across the country are wood work, stone mining, Power looms, marble work and units of consumer items because of power shortages and increase in terrorist attacks.

**Conclusion**

Results of this study indicate a negative and significant impact of terrorism on SAARC countries. This study is per the results of the study conducted by (Ahmad, et al., 2014). FDI inflows transport and telecommunication sectors tend to create competition in between investors, to transfer technology-based knowledge,
and provide a low rate of transportation of goods. The communication sector which is considered as the urban or service-oriented sector is directly targeted by a significant negative impact of terrorist events because urban sectors are usually targeted through terrorist activities. The transport sector is also an urban sector usually large attacks on transport and infrastructure are observed. This study also indicates that the impact of terrorism is negative on the FDI of the sectors across the region. However, the impact of terrorism on FDI in the financial and business sectors shows an insignificant negative effect on the sector’s inflow of FDI. The large effect of terrorism is found in commodity-producing sectors such as the manufacturing sector. However, a lower impact of terrorism is found in the financial and business sectors. Because tariff and law and order situation of the country has proved to effect factors for most of the economic sectors. The inflows of FDI depend on business-friendly parameters. This maximum inflow of FDI in the physical infrastructure in the forms of roads and highways etc. reduces the cost of production in various sectors. On the other hand, more FDI deposited in transportation and communication sectors mean a greater approachability to transportation and communication services and this tends to reduce the mobility and time cost in various sectors.

According to the empirical outcome of this study law and order situation in the region boosts the economic prosperity across the region as it is positively linked with the FDI inflow of south Asian countries. Moreover, the decline of terrorist activities in the region calls out for more increase in the flow of FDI. Hence, we conclude that lowering terrorism accompanied by a better law and order situation boost economic prosperity in the South Asian region.

According to the results by FMOLS, in the SAARC region from different sectors of Transportation and communication, Financial and business sector and manufacturing sectors, the most affected sector is the manufacturing sector where the effect of terrorism is 76 percent, as this sector received more FDI in SAARC. Another affected sector is the transportation and large terrorist attacks on transportation and its infrastructures are usually observed in terrorist-effected countries, as it is an easy target for terrorists.
Policy Implications

Policy inferences that are drawn from the empirical findings of the study.

1. The governments of the SAARC countries must announce stable economic reforms and beneficial policies for investors and businesses to attract more FDI in different sectors. In the SAARC region, which sectors are more neglected in terms of FDI inflows, so, policies are required to diverge foreign investors’ concerns towards neglected sectors too. Investment conducive and business-friendly regulatory policies can increase the FDI inflows.

2. Sector-wise FDI fascination, stable and better law and order situation is also necessary to attract FDI in the country. Along with law and order, the establishments in the country should control terrorism and ensure political stability, low level of tariff, to provide and maintain quality of physical infrastructure to attract the attention of foreign investors and required FDI in various sectors. A low rate of tariff especially on manufacturing products will increase the amount of FDI inflows in this sector.

3. Tax holidays to foreign investors can increase the FDI inflow in the sectors. The setting of various regulations regarding anti-bribery and anti-corruption is also helpful to increase FDI in different sectors.

4. Internal political unrest and poor economic policies, neglecting deprived areas of the country while projecting developmental plans may encourage terrorism or widely spread terrorism in the country. Therefore, the authorities in the country also focus these weaknesses as focusing on military operations against terrorism. Along with Paramilitary forces, governments must strengthen the police and levies force on the town level. The Government must enforce its laws and regulations on the traders of illicit goods.
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Heartland, Rimland, and the Grand Chessboard
Deciphering the Great Power Politics in Central Asia

Muhammad Nadeem Mirza*, Shaukat Ayub**

Abstract

As the twenty-first century progresses, struggle for the control of Central Asia is growing, as rising China increases its economic and political clout while Russia is trying to regain its lost glory. The American presence in the region was considered as a threat not only by China, but also Russia who feared that the US is determined to carve out its sphere of influence at their expense. The recent withdrawal of the US forces from Afghanistan and Taliban re-taking Kabul further complicates the geopolitical calculations. China and Russia have been cooperating to ensure that the adjoining region, typically falling under Russian sphere of influence, may not become an American influenced area. Where China has emerged as one of the biggest trading partners of the Central Asian Republics, and Russia has signed several bilateral and multilateral security agreements to ensure its continued influence therein. Eurasia generally and Central Asia specifically, once again, is back to the limelight of great powers politics. This study traces the conceptual evolution of geopolitics, from Ratzel’s Lebensraum, Kjellen’s theory of state as an organism, to the Mahan conception of the sea power, among others. It discusses the collective geopolitical insights of Halford Mackinder, Nicholas Spykman, and Zbigniew Brzezinski who focussed on the concepts of Heartland, Rimland, and Grand Chessboard, respectively, to decipher the geopolitics of Eurasia.

Keywords: Central Asia, Geopolitics, Lebensraum, Heartland, Rimland.

Introduction

The term Geopolitics is a portmanteau word – geo means earth or globe and politics essentially concerns itself with the struggle for power (Scholvin, 2016). In this sense, geopolitics deals with questions like how power is internationally distributed and how such distribution is influenced by power itself. The answers to these questions become difficult in a world where there is anarchy coupled with

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power being not in abundance. In such situations, survival demands enhancement of power. When every state pursues power, a semblance of equilibrium is established, that is, the balance of power. However, such a desired equilibrium rarely emerges in situations where the strong states attempt to dominate and achieve hegemony (Mearsheimer, 2001) while the weak states form coalitions to collectively resist the powerful states. In case, if the coalition emerges strong enough to thwart the aggressor’s designs then balance of power is being carefully taken advantage of (Morgenthau, 1948). In case the coalition fails to prevent the powerful state from achieving maximum influence, then aggressors are being provided the opportunity to achieve the desired influence at the expense of the rest. As a result, wars and conflicts are often seen as geopolitical games between those who want to preserve the status quo and those who want to change and ultimately overthrow it. This actually reflects the struggle among the great powers, who are considered as the ultimate managers of the international system (Mearsheimer, 2001).

Geopolitics deals with the relationship between politics and geography on the global level where geography works as a lens to view and interpret international politics. Geography provides a visual medium via maps to make sense of the complex phenomena that transpire at the unit, state and systemic levels. Kennedy considers that geopolitics is the influence of geographical factors upon human actions (Kennedy, 2004). What is geopolitics, and how is this concept evolved? Who are the greatest geopolitical scholars and how have they contributed to our understanding of the world politics? And finally, what is the importance of the Central Asian region and how is the great power politics transpiring in this region? Qualitative content analysis as the methodological tool is utilised in order to answer the questions raised above.

Intellectual Roots of Modern Geopolitics

By the late nineteenth century, modern geopolitics started evolving, when the term entered into the European political discourse. German Friedrich Ratzel and Swedish Johan Kjellen played crucial role in developing this concept. Ratzel, influenced by Charles Darwin’s work, came up with the idea of states as organic entities. Being a geographer, he considered that states expand their territories, encroaching upon others’ in order to grow, while those who are not powerful
enough to expand are declining and decaying (Scholvin, 2016; Smith, 1980). He observed that growing population demands lots of resources and territory to sustain life. He coined the term “Lebensraum”, that is, living space – a strategic imperative for states in their struggle for survival of the fittest (Dodds, 2007, p. 28). “Ratzel defined Lebensraum as the geographical surface area required to support a living species at its current population size and mode of existence. The exact boundaries of a species’ Lebensraum were relative to its members’ metabolic requirements and environment, and expanded as population grew” (Smith, 1980). Taking cue from other colonial states, such as Britain and France, he and his contemporaries considered that Germany needs to expand geographically (Abrahamsson, 2013, p. 40).

Swedish political scientist and politician Rudolf Kjellen popularised the concept of Geopolitik. Being a disciple of Ratzel, he strengthened the organic theory of state considering it to be a living organism that needs to grow. He noted, “Vital states, occupying a limited space, are governed by the categorical political imperative to enlarge their territory, through colonisation, annexation or conquest” (Kjellen, quoted by Abrahamsson, 2013, p. 40). Kjellen, unlike Ratzel, who was a professor only, operationalised and strengthened Ratzel’s ideas. The writings of Kjellen and Ratzel soon attracted wider attention among leading German academics and politicians. One among those was Karl Haushofer, who fought in First World War as a brigade commander. Haushofer would later retire from the German army and pursue a career in academia as professor of geography at Munich University. Around 1920s, Haushofer met Rudolf Hess, who later became Hitler’s deputy. It was through Hess that Haushofer met Hitler who at that time was imprisoned in Landsberg fortress. Haushofer’s briefings on geopolitics broadened Hitler’s knowledge of the world, particularly his grand vision of conquering ‘Lebensraum’ for German people (Robert D. Kaplan, 2012, p. 59). “In a sense we can say that in Kjellen interpretation, Ratzel’s ideas underwent an operationalization that could be mobilised by Haushofer” (Abrahamsson, 2013) ultimately leading to become one of the foundational principles of the Nazi party. Using the ideas developed by Ratzel, Kjellen, and Haushofer, Nazi Germany expanded in Central and Eastern Europe, considering it to be their right. Tunander, however, considered that Kjellen – who died in 1922 – himself was not a Nazi, nor he wished Germany to conquer Europe. He wished to have a union of states being held together by a
central authority – similar to present day NATO, but which must be having Germany as the central state, and not the United States or other great powers (Tunander, 2001).

Lebensraum and organic theory of state created a particular disdain for geopolitics among intellectuals who regarded it as intellectually poisonous to be avoided. Nonetheless, the Anglo-American school of geopolitics, unlike their German counterparts, was not based on ethnic or racial issues. They tried to ensure not to mix ideological ambitions based on racial grounds with geopolitical imperatives. Instead, they were driven much by physio-geographical realities as starting point for explaining world affairs such as changes and effects of topographical, locational, and morphological conditions. Moreover, the Anglo-American schools of geopolitics disdained biological conceptions of Social Darwinism as something that has nothing to do with explaining geopolitics. One among such scholars was the American Alfred Thayer Mahan who emphasised on the superiority of sea-power over land-power which he thought was the reason behind Great Britain’s dominance and influence around the world (Mahan, 1918). He considered that it is the control of the Pacific and Indian Oceans which would allow the maritime powers to exert pressure around the ‘Rimland’ areas which are vital for world domination. Furthermore, the German naval build-up in the late 1890s is also attributed to Mahan’s geopolitical thesis which threatened Britain’s naval supremacy that ultimately led to WW1.

While precising the development of geopolitics in different phases, Cohen notes;

“Its key founding theories were formulated by geographers—Ratzel’s organic large state and Lebensraum, Kjellen’s doctrine that political processes are geographically determined, Mackinder’s ‘Heartland’ as locus for command of the world by Eurasian land power, and Mahan’s theory of world dominance by Anglo-American sea power. The second stage, German Geopolitik, led by Haushofer, combined racist and geographical deterministic doctrines in a pseudo-science that served Nazi strategy for world conquest. Cold War geopolitics, the third stage, was bifurcated. State-centered ‘political’
geopolitics promoted by, among others, Kissinger and Brzezinski, introduced doctrines of containment, domino theory, linkage, and linchpin states. ‘Geographical’ geopolitics developed theories with universal perspectives—geopolitical systems of hierarchical polycentrism, economic globalism, and environmental/social orders. In the fourth, post-Cold War stage, theories of new world order and chaos have been introduced. However, most geopolitics continues Cold War bifurcation. Western ‘political’ geopolitics advocates expansion into the Heartland from Eastern Europe and Central Asia to advance US world hegemony. ‘Geographical’ geopolitics refines theories of polycentric global equilibrium or critical analyses that challenge global power structures” (Cohen, 2001).

Mackinder’s Heartland

British geographer Halford Mackinder in 1904 professed for the strong land power around the pivot areas – unlike Mahan’s conception of strong naval power – in order to attain greatness (H. J. Mackinder, 1904). The area outside of the pivot is split into the ‘Inner Crescent’ consisting of Europe, Southern, Southwestern and Eastern Asia. The ‘Outer Crescent’ consists of Britain, South and North America, Southern Africa, Australasia, and Japan (H. J. Mackinder, 1904; Ismailov & Papava, 2010). Russia, being a land-power having occupied the pivot areas, seeks further expansion into the peripheral zones. Interestingly, within few weeks of publication of his paper, Japan attacked Russia and thus initiated a series of battles that is known as the Russo-Japanese War of 1904. In August of that year, the Japanese naval forces attacked Port Arthur and subdued the Russians. The battle of Tsushima Straits turned out a disaster for Russia’s further encroachment and shattered the illusion of Russia being a formidable land-power that could not be defeated by a sea power (Editors, 2021).

Furthermore, the changing geopolitical environment after the war led Mackinder to revise his previous work and to add new insights with a new publication in 1919. He observed that three continents of Asia, Africa, and Europe constituted almost a quarter of world’s landmass and called it “World Island” (Mackinder, 1942, pp. 22,
But the key to strategic domination was what he termed the “Heartland,” previously called the “Pivot Area” - a part of Eurasia around the Black and Baltic Sea, the Caucasus, Central Asia, and some parts of modern-day Russia. However, Mackinder’s updated version of 1919 points out the “Inner Crescent” which consists of Arabia, Western Europe, India, and East Asia that make up only one-fifth of the World-Island (Eurasia-African) landmass and houses four-fifth of its population (Mackinder, 1942, p. 60). Moreover, Mackinder freely admits that the “Inner Crescent” was the more powerful part of the World-Island. The period from 1500s to 1900s saw great advances in naval technology thus resulting in sophisticated ships helping those on the “Outer Crescent” to travel faster and farther compared to anything on land, thus giving them large strategic flexibility. This meant that the “Outer Crescent” could bypass defences, strike near areas and wreak havocs before land-powers could even respond. As a result, the powers on the “Inner Crescent” during that period had nothing to fear from land powers and could create their own empires. But even then, those on the “Inner Crescent” could not dominate the World-Island. After all, they had not even touched the ‘Heartland’ (H. J. Mackinder, 1904, p. 434).

Figure 1: Mackinder’s Heartland (Source: https://www.cac.org/journal/2005/journal_eng/cac-04/02.megeng.shtml)
The ‘Heartland’ is known through its inaccessibility to naval forces. The region is separated from the ocean by the Arctic ice to the north, the Carpathians, Zargo, and Himalayan Mountain ranges, and the Arabian and Gobi deserts in between. Its rivers flow either into the inland seas or into the Arctic. Those at the “Inner Crescent,” and “Outer Crescent” (H. J. Mackinder, 1904), therefore, had no path into the ‘Heartland.’ In geographical terms, the area of the heartland stretches from the Volga River in the west to the east of eastern Siberia, and then from the mountains of Himalayas in the south to the Arctic Sea in north. What made ‘Heartland’ a distinguished geographical point was the fact that Mackinder called it “the greatest natural fortress on earth” (Fettweis, 2000). But it too had an ‘Achilles heel’ which for Mackinder was its opening in the west somewhere between the Black and the Baltic Sea that exposed it to external attacks. This geographical loophole led him to his famous and golden triad of geopolitics: “Who rules Eastern Europe commands the Heartland: Who rules the Heartland commands the World-Island: Who rules the World-Island commands the World” (Mackinder, 1942).

The Heartland arid climate meant that settled agriculture was historically downplayed in favour of nomadism with their cavalry mobility. However, the 19th century Industrial Revolution outclassed horses and camel riding by steam engine (Robert D. Kaplan, 2012). This development prompted those on lands to build something of Heartland’s equivalent to naval mobility. Mackinder envisions that under an industrial power, the Heartland only if overlaid with rail and road network will have the upper hand in terms of superior mobility and strategic flexibility over those on the Rimland areas (Robert D. Kaplan, 2012).

Spykman’s Rimland

Mackinder’s geographical contours did not go uncontested. American Professor, Nicholas J. Spykman in 1942, termed Mackinder’s Inner Crescent as the “Rimland,” situating on the continental periphery of Eurasia. He noted, “Who controls the Rimland rules Eurasia; who rules Eurasia controls the destinies of the world” (Spykman, 1944, p. 43). Spykman argued that the maritime-oriented Rimland powers have the advantage of having open access to sea and wider exposure to the outside world. Therefore, the influence of land-oriented heartland power could be kept in check by the peripheral Rimlanders. The Heartland has traditionally
remained in the Russia’s sphere of influence. But Hitler having controlled Eastern Europe failed to consolidate his position in the Heartland, as was predicted by Mackinder. This established credence for Spykman’s Rimland theory.

The battle for the control of Rimland ultimately led to what Gaddis sarcastically referred as neither-so-hot nor-so-cold-Cold War (Gaddis, 2005). Any loss on the part of the United States and its allies in terms of power and influence in the strategic areas of Europe, East Asia, and the Middle East meant enhancing the relative power position of the Soviet Union on the Eurasia- African “World-Island.” To prevent such a nightmarish scenario, the United States along with its West European allies formed the North Atlantic Treaty Organization (NATO) in April 1949 with the objective to contain the Soviet Union – which already was in possession of both Eastern Europe and the Heartland (Sempa, 2002). Following the recommendations of George F. Kennan, President Truman committed to provide the much-needed material support required to contain the expansionist tendencies of the Soviet Union. The policy was to forge regional alliances, such as NATO, SEATO, and CENTO with economic and military assistance from the United States. These alliances were made with Rimland nations located on the Eurasian continent to withstand pressure from the Soviet controlled Heartland. Without containment, control of the Rimland would have given Soviet Union an overwhelming influence on the Eurasian-African “World-Island” as prescribed by Spykman (Sempa, 2002, p. 78). Greece, Turkey, Korea (1950-53), Indochina, and Afghanistan became the battlegrounds for the Cold War. It pitted maritime power on the “Outer Crescent” and the land power in the “Heartland” to test their strength for the control of the “Rimland.”
Brzezinski’s Grand Chessboard

In late 1990s former National Security Advisor in the Carter Administration, Zbigniew Brzezinski laid out his vision for America’s post-Cold War strategy. Brzezinski argues that for the sake of world stability, the United States needs to maintain its preponderant position in the international system and the key to this dominance lies in Eurasia. Accordingly, Eurasia, as it extends from Lisbon to Vladivostok, to a large extent will determine whether the United States remains preeminent on the world stage in the post-Cold War era or it declines. This gigantic continent is home to about 75% global population, produces about 60% of world’s GNP and about three-fourth of the global energy is hidden beneath its soil, thus making it a grand chessboard upon which the game for world dominance is to be played (Zbigniew Brzezinski, 1998).

Moreover, Brzezinski believes that the ability to manage various conflicting interests and powers in Eurasia is central to America’s security and stability in the twenty-first century. For Brzezinski, the defeat of the Soviet Union in the Cold War resulted in America’s emergence as the sole superpower, surprisingly a non-
Eurasian one. Whereas Mearsheimer considers Europe, Northeast Asia, and the Persian Gulf (Mearsheimer & Walt, 2016, p. 71), Brzezinski regards Europe, East Asia and Central Asia as vital areas necessary to dominate the world (Zbigniew Brzezinski, 1998).

The United States recognised that the management of resources is very important in the global distribution of power particularly in the region of, what Brzezinski calls, the global Balkans. Post-Cold War Balkan region in Europe was internally weak, torn by ethnic, religious, and territorial conflicts. However, unlike the Balkans in Europe, the Eurasian Balkans covers the area from the east of the Suez to the west of Xinjiang, to the south of Russia’s border particularly the north of Kazakhstan and then all the way down to the Indian Ocean with population around 500 to 600 million people (Zbigniew Brzezinski, 1998).

Figure 3: The Eurasian Balkans
Source: https://orientalreview.org/wp-content/uploads/2014/06/EB_map.jpg
Brzezinski then further shrinks the area of the global Balkans and calls it the “Eurasian Balkans.” This area is the future energy hub containing immense reserve of oil and natural gas. These are located in the Caspian Sea basin and the adjacent Central Asian region. According to the estimates, these reserves contain more wealth than that of the Gulf of Mexico and the North Sea. In order to protect American interests therein, the only viable option, Brzezinski prescribes for the US and its allies, is to make sure not to allow the two Eurasian giants (Sino-Russian bloc) to come together. Moreover, the Eurasian Balkans include five Central Asian republics and three states from the Caucasus region; Armenia, Georgia and Azerbaijan, and the last country being Afghanistan (Zbigniew Brzezinski, 1998). In this turbulent area, how these players prevent the eruptions of crises directly affecting them and how can they manage the resources will ultimately determine who the principal protagonist on the Eurasian – specially the Central Asian - chessboard is.

The Scramble for Central Asia

Twenty-first century globalisation processes have profoundly impacted the contours of geopolitics. Some scholars, such as Edward Luttwak, argue that geo-economics have taken over geopolitics as a rational imperative for great powers (Luttwak, 1990). Others argue that the nuclear weapons, and sophisticated missiles delivery and defense systems have broadened the horizon of geopolitical insights and have pushed the statesmen to restructure their policies within a larger framework. The equation got further complicated in the wake of the tragic 9/11 attacks that prompted the United States to launch the war against terrorism. American invasion of Afghanistan (Mirza, Abbas, & Baneen, 2020) was interpreted as an extension of its Central Asian policy to challenge Russian and ultimately Chinese political, economic and military influence. This brought Central Asia from the periphery of international politics to the centre of geopolitics. With the linking together of countries through technological advancements, the condensation and shrinkage of geography has transpired thus resulting into establishment of connects between various crisis zones of the world. Conflicts of the South China Sea are now linked with the conflicts of the Persian Gulf and in Africa. This interconnectivity is being considered as a double-edged sword; it could be positive in many ways, but it could also be destabilising by making geopolitics more complex. Complexity ultimately leads to the instability and enhancement of the
geopolitical conflicts, as is happening in Eurasia, specifically in Central Asia and Afghanistan.

Mackinder in his early writings went on to warn the British Empire of the possible domination of the heartland by a European or Asian power. In the 20th century, this challenge was expected in the form of a possible Russo-German alliance (the Nazi-Soviet alliance) to vie for regional and ultimately global hegemony. Cold War saw the re-emergence of competition between Soviet Union and the United States. Against this backdrop, the twenty-first is witnessing a repeat of the history in which newer powerful actors are competing for the control and/or influence of the Central Asian chessboard.

**China Taking on the Central Asian Region**

According to Mackinder, Central Asia is the pivot encompassing a broad area that he later called the Heartland being located on the Eurasian continent. The area borders Russia to the north and west, Iran and Afghanistan to the south, and China to the east. In its heydays, the region was a major part of the Silk Road and also at the heart of the vast Mongol Empire where it served as the crossroad between East and the West. The Heartland, being the admission ticket to the World-Island and thus the Eurasian landmass, if mobilized by means of transportation, the construction of railways for example, would be advantageous to land-powers as compared to maritime powers. Therefore, a mobilized Heartland “would permit the use of vast continental resources for fleet-building, and the empires of the world would be in sight” (Mackinder quoted by, Sharma, 2007).

Independence of the Central Asian republics caught China’s attention to increase its influence in the region. China started materialising its Central Asian vision in 1995, when the ‘Shanghai Five’ comprising of China, Russia, Kyrgyzstan, Tajikistan, and Kazakhstan was introduced. This was later transformed into the ‘Shanghai Cooperation Organization’ in 2001. China and Russia are trying to make this organization a part of their efforts to limit the enhancing influence of the United States in the region. Ideas have been circulating at the policy level to make SCO an “eastern NATO” (Kim & Indeo, 2013, p. 276) – though a far-fetched dream materialising whom would be quite difficult because of the divergent interests of the member states.
Interestingly, China with its ‘Belt and Road Initiative’ (BRI) seeks to return to Eurasia by appealing to the historical ‘Silk Road’ to justify its presence (Frankopan, 2015, p. 184). The ancient Silk Road was designed for trade purpose to bridge China with Europe via Central Asia and the Middle East augmented by maritime routes. The BRI sponsors two main trade routes; the overland Silk Road Economic Belt across mainland Asia to Europe and to Africa, and the maritime Silk Road which is a shipping route through the Indian Ocean and the Suez Canal up to the Mediterranean Sea (Chatzky & McBride, 2020). This strongly reinforces the fact that China, with the help of BRI, wants to revive its ancient Silk Road which interestingly has both the components of land and sea routes. Interestingly, it is believed that by 2049, China with the help of BRI will be in position of having control over Afro-Eurasia (Pillsbury, 2015, p. 179). These coupled with the rejuvenation of the ancient ideologies such as Tianxia system and Confucianism China is trying to expand its influence through most of the world (Mirza, Abbas, & Nizamani, 2020; Mirza & Khan, 2020).

![Figure 4: New & Old Silk Road Routes](https://www.orfonline.org/wp-content/uploads/2018/01/001.jpg)

From the Chinese point of view, Central Asia is the region of immense importance to meet the growing domestic consumption of oil and gas, and most importantly for domestic security. China fears rising Islamic fundamentalism in Xinjiang
province bordering Central Asia. For China development of this region is the greatest geopolitical imperative of the time. This strategic position qualifies Central Asia to be regarded as “China’s Lebensraum” (Swanstom, 2007, p. 583). Furthermore, China is developing land routes, mainly railroads, via Central Asia as an alternative to decrease its dependence of almost 80-90% of energy imports via the Strait of Malacca and the South China Sea which are vulnerable to American influence (International - U.S. Energy Information Administration (EIA), 2017). Thus, land routes are strategically more secure and flexible than sea lines. Notably, in Mackinder’s view, East Europe is regarded as the gateway to the heartland leading to control of the World-island and ultimately global hegemony. China in the last few years is increasingly affirming its role to strengthen its relations with European Union (EU) countries. The 16+1 format which is also known as China-CEEC (part of the BRI) was established in 2012 in Warsaw. China-Central and Eastern European Countries (CEEC) is a multilateral platform initiated by China to expand cooperation with 11 European states plus 5 Balkan states. Though, it was announced in the year 2012 (a year before BRI was launched) but was made part and parcel of BRI later (Budeanu, 2018, p. 2).

Response from Russia and the United States

The grand strategy encompasses not only China and Central Asia but also Eastern and Central Europe. Mackinder had elaborated it in his geopolitical analysis of the Heartland in the similar fashion. This not only undermines Russia in Central Asia and Europe but also in the Far East which might precipitate Russia to grow its influence in Asia. Russians used to call Europe particularly East Europe as an “Assault Corridor” –from where attempts were made first by Napoleon in the 19th century and then by Hitler during the Second World War to conquer Russia, but thanks to hard winter and Russian successful strategies, both fell short of achieving their dreams (Thomson, 1990). The Russians would then in times of eminent crisis say, “let the winter come” in much the same fashion as the saying goes in the famous ‘Game of Thrones’ series “winter is coming.”

Chinese initiatives are not undergoing without the watchful eyes of Russia who has a large historical influence in the Central Asian region and fears that Chinese involvement could risk its geopolitical and geostrategic interests in future. Such a prospect is indeed daunting not only for Russia but for the United States as well.
The United States is already engaged in a geopolitical battle with China for economic superiority and global dominance. The United States also doesn’t like the ‘Belt and Road Initiative’ (BRI) because China’s diversification of its trade routes would undermine the United States naval advantage. To counter the Chinese project, the United States has proposed an initiative called the ‘Free and Open Indo-Pacific’ (FOIP) strategy which basically demands respect for sovereignty and independence, peaceful resolution of disputes, free and fair trade, and adherence to international rules/law (Valencia, 2018). This strategy brings some Asian and Africa countries aimed at fostering maritime connectivity in the Indian as well as the Pacific Ocean. It is also believed that this strategy would help revive the ‘Quadrilateral Security Dialogue’ (QUAD) as a counter-balance to China’s increasingly assertive role in the region particularly in the South China Sea (Mehta, 2019).

**Conclusion**

The study found that Mackinder’s analysis of geopolitics, especially his conception of Eurasia and the control of the ‘Heartland’ as the key to world domination remains relevant in the twenty-first century geopolitical settings as it used to be in last century. There is a perspective that the modern means of communications, transportation, sophisticated missiles defense systems, and most importantly nuclear weapons enjoying delivery systems have rendered the idea of ‘Heartland’ being no longer invincible. However, Mackinder geopolitical views remained as relevant today as they used to be in the last century. He had left an interesting theoretical legacy in the realm of geopolitics for centuries to come. Eurasia, especially the Central Asia, contains one of the world’s largest reserves of fossil fuels beneath its soil which are becoming a lifeline in a world where energy consumption is increasing day by day and where states are much more powerful and lethal as never before.

The ‘Heartland’ becomes even more important especially in the changing geopolitical scenario as Eurasia is replacing the Euro-Atlantic space in a world where power is increasingly diffusing and even has diffused to a certain level where no single state can claim the mantle of global leadership. Charles Kupchan calls such a world as “No One’s World” (Kupchan, 2012) and Barry Buzan calls it “a world without superpowers” or “de-centered globalism” (Buzan & Lawson, 2015).
In such a world Central Asia has emerged as a grand chessboard where great powers are competing with the ultimate objective of gaining access to the natural resources curtailing others sphere of influence and enhancing one’s own.

Moreover, it was Mackinder who inspired Nicholas J. Spykman to update his insights and come up with policy prescriptions (Spykman, 1944) which culminated in the formation of the famous ‘Containment’ policy that helped the United States in its fight against the ‘Heartland’ power (the Soviet Union) in the Cold War and that too from the peripheral ‘Rimland’ areas as identified by Spykman.

Mackinder lucidly argues that “every century has its own geographical perspectives” (Mackinder, 1942). The twenty-first century saw Brzezinski’s contributions that played a significant role in shaping the U.S. Cold War and post-Cold War foreign policy. For Brzezinski, geopolitical dynamics no longer dictate states to be preoccupied with idea of controlling just a mere piece of land (Heartland) or regions as whole (Rimland) as prerequisite for world’s preponderance. Instead, states should think of and move beyond regions and concentrate on controlling continents. Brzezinski then prescribes that the key to such preponderance lies in control of the whole of Eurasia – especially the Central Asian region – which he equates with a grand chessboard (Zbigniew Brzezinski, 1998) on which the game for global dominance is unfolding.
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Indigenous Dispute Resolution Mechanism (IDRM) in Sindh: A Case Study of Sindhi Village
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Abstract

Pakistan’s justice delivery mechanism is based on formal, informal, and sharia laws. The basic purpose of these mechanisms is to facilitate the masses in getting better access to justice for various reasons. Generally, courts involved procedural delays, away from community, foreign language, expansive, and nepotism, thus courts decrease the trust level of people. While IDRM has a speedy justice delivery mechanism, native language, efficient and cost-effective. Earlier, IDRM was not recognized as a law: however, various efforts have been made at national and provincial level to reduce the burden of courts by legitimating the IDRM. This research is designed to find how it works and evaluate its role through local narrative/perceptions and whether it has the ability to cater to the aspirations of aggrieved families. The (N=92) interviews were carried out with a purposive sampling technique to collect data from ChangoMurs, local actors, disputants, and their families. A further 4 FGD’s were conducted with the people of the villages at Otak of ChangoMurs, and village hotel. The study concludes that the courts are overwhelmed, with less staffing and their own procedural issues, resulting in delays, sluggish processes, nepotism, and high costs. While IDRM gains familiarity, easy accessibility, low cost, attentiveness, personal affiliation, and suitability in nearly every dispute, villagers interpret conflicts as cultural activities and want mechanisms that comprehend the socio-cultural significance and understand the context of dispute. Moreover, the IDRM resolves disputes while taking into account the political, social, legal, economic, and humanitarian viewpoints of the community.

Keywords: Dispute, IDRM, family aspirations, cost and time efficacy

Introduction

Justice, disputes and human existence are as old as the evolution of the first community upon this earth. People living in groups and clans become communities owing to their commonalities of existence. If we look around, we cannot flout the importance of socio-interactive behavior in human society. This

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social interaction is the foundation-behavior of our family system, the formation of
governments, and also our global economy (Pennisi, 2011). Engaging with humans
often turns into disagreements on protection of interests, which results in disputes
between individuals or groups. Thus, disputes arise naturally, until they remain
hidden and do not threaten harmony and peace (Attaullah, 2017).

Robbins (2005) defined conflict as a process that begins when an individual or
group of people perceives that another individual or group of people has adversely
affected or is about to adversely affect. Disputes are often based on perception and
emotion, rather than hard facts (Thakore, 2013). For Anthropologists, dispute is an
umbrella term, and it is referred to as the multidisciplinary field of conflict studies.
To study the dispute in anthropology, it may include how meanings are perceived,
symbolism and ritual, indigenous language and methods of verbal and non-verbal
interaction, ethnicity and ethnic identification, gender, environmental stress, and
sense of place (Christos N Kyrou, 2008). Disputes are an integrated feature of
human society, arise naturally therefore, societies do not escape clashes. However,
they must bear a social and economic cost of the clash, which differs and
depending on the nature of the dispute and the mechanism used to resolve it
(Auerbach, 1984). Historically, humans have developed three modes of dispute
resolution mechanisms, such as through violence, formal adjudication, and
informal means and mechanisms. In formal adjudication, this later form is known
as Alternative Dispute Resolution (ADR) (Attaullah, 2017).

These various kinds of justice mechanisms play a momentous role and estimated
in their cultural context. Formal justice system (FJS) is described as a system for
resolving civil and criminal cases through legal state-based justice institutions by
adopting legal procedures such as police, courts, prosecution, and custodial
measures (Wojkowska, 2006). Traditional law, in contrast to the FJS system, is
based on accepted indigenous norms, values, and culture, which are followed by
caste, clan, or tribe (Chudhary, 2009). Traditional law is a system of mechanisms
to address and resolve disputes outside of formal justice (state-based legal system).
Though IDRM has no exact and authoritarian definition, yet it has a certain degree
of stability, institutionalization and acceptability. Perhaps various terms have been
used to describe IJS, like non-state, traditional, or customary laws (Matthews,
1988).
Panchayati System in South Asia (Indian Subcontinent)

The system of Panchayat raj prevails mostly in the rural areas of the Indian subcontinent as a self-regulatory body, and it flourished during ancient times. This self-regularity system of the Panchayat system was referred to as a blessing for them due to its efficacy. The system was designed to resolve minor disputes among the villages, such as administration or neighborhood disputes. Such a system resulted in harmony and peace due to its features until or unless the colonial powers abolished the spirit of Panchayat. They formalized their own body of law (court system), in order to impose and legitimate their power by suppressing the rural masses (Ahsan, 2009). The motif of the colonial powers was to keep the rural masses residing in specific locales and regions of the country (Yasin, 2004). Therefore, special acts, laws, and forums were designed for different people to tackle and control their activities (Yasin, 2004). The various acts were constituted in order to suppress and counter the rural masses (Shahid, 2012).

Traditional Law in Pakistan

In Pakistan, IJS was enshrined through the institutions of Panchayat/Jirga/Faislo/log-adalt at local levels. These terms are fundamentally referring to “A formal gathering of tribal council of dispute settlement to deliberate and adjudicate over an issue by incorporating locale customary laws in men’s sphere”. It is called a ‘Jirga’ in Pashto, ‘Majlis’ in Persian, a ‘Panchayat’ in Punjabi and Hindi, and ‘Faislo’ in Sindhi (Justice Saleem Akhter, 2016). The word ‘Jirga’ itself is drawn from ‘Jirga’, which means “A circle or a wrestling ring” (Justice Saleem Akhter, 2016).

In Pakistani society, the Panchayat/Faislo uses an Indigenous Dispute Resolution Mechanism (IDRM) to settle disputes and maintain harmony and peace through the application of locally approved sanctions. The IDRM developed over a period of time while cultures had diverse experiences and practices by different communities living in certain locations in Pakistan. The IDRM are special

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1 Faislo, Panchayat, log adalt and Jirga are interchangeable term used for indigenous dispute resolution mechanism in Pakistan

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unwritten customary laws based on entirely different reward and punishment structures. The main feature of the Panchayat/Faislo is that it primarily relies on compensation rather than imprisonment.

As the Panchayat/Faislo is a self-regulatory system of government, and thus, it is deeply rooted among the rural masses through culture. It creates interdependence between landowners and peasants, and it has been declared as the vehicle of socio-economic transformation in rural areas. Functionality, Effective and meaningful because of interdependence, which dedicates power and authority to the landlord, and they are actively involved in justice and peace making.

Dr. Muhammad Azam Chaudhary (1999) examines many case studies with reference to various forms of "conflict" in his research. For him, Zan, Zar, and Zamin², are the fundamental bases of conflict. These disputes become more serious when honor is at stake, as it is with Izzat and Ghairat³. Moreover, disputes are addressed through local dispute resolution methods with the participation of local authorities (village judiciary body). He concludes that "These systems (formal and informal) are two elements of one system—they may function separately in theory, but in fact, they work together," (Chaudhary, 1999).

Nafisa Shah (2016) in her famous work on "Gender Violence, Law and Power in Southern Pakistan". Mainly she explored the phenomena of raised honor killing (karo-kari) and violence against women. Honor killing is tangled up in the social, political, and legal systems. These social and political laws, which were backed up by legal laws, shaped the powerful hands. The reason for damaged honor is physical violence, and "murder for honor" is a common cliche in the area. She further argued that such violence against women was perpetrated by men in order to preserve their own societal interests (Shah, 2016).

Pakistani court system, has gone through several distinct stages of evolution, including the Hindu Kingdom, the Mughal Empire, and later British flavor. Subsequent independence, current legal system includes a variety of flavors like local normative structure, sharia law, and British doctrine such as organization,

² Issues occurred on women, money and land
³ Both terms used for honor, defense of honor, and modesty
hierarchy, and trial procedure (Hussain, 2015). The legal system consists of criminal and civil procedural laws, such as the Criminal Procedure Code (1898) and the Civil Procedure Code (1908). Furthermore, the basic doctrine of the legal system, such as court decisions, various bodies and organizations of Bar Associations, is the same as it is in practice in England. (Hoffman, 2008). There are 740 laws in Pakistan, with 203 of them enacted prior to the country’s independence, 230 ordinances made during martial law regimes, and 307 laws adopted as an outcome of private or governmental legislation (Sher, 2019). Above all, the law has an indigenous flavor as well (Hussain, 2015).

**Flaws of Formal justice system**

Why is it that the rest of the community is abandoning the formal judicial system in favor of the informal one? The reason for this is that the formal structure has grown outdated as a result of not keeping up with time. It’s expensive, and it leaves the majority of litigants with no money. It’s overly lengthy and, as a result, tiresome. It’s complicated, despite the fact that humans are prone to simplicity. It’s gone, taking its time to reach a decision, which is irreconcilable with humanity’s impatience (Attaullah, 2017).

There are several shortcomings in the formal justice system, one of the most serious of which is the large backlog of cases waiting in Pakistan’s subordinate courts, high courts, and Supreme Court. The increased filing of lawsuits may be attributed to two factors: the growing population and improved public awareness of rights and duties. Second, unlike the Services Tribunal, other civil courts and supreme courts have been overburdened with cases involving either a state as the claimant or the complaint. The chiefs of the departments concerned have always prioritized their own vested interests and have shown little interest in resolving disputes. Thirdly, some studies have found that the formality of judicial systems intimidates and discourages people from using them. Various court studies, such as one from 2015, conclude that the court’s provision for legal counsel is both costly and embarrassing for those who may not feel comfortable dealing with lawyers from a specific caste or background. Because the method is complicated (based on written records and wittiness bias) and the proceedings are conducted in a foreign language, the majority of the country’s population, however, lives in rural regions and is unable to comprehend the procedures and language.
Fourth, legal ethics is restricted to the pages of books, and professional dishonesty is common. Advocates’ efficacy is harder to define. The vast majority of users are unsatisfied with their lawyers’ performance as a result of their failure to attend court. In a large number of cases, it has been discovered that the lawyer is alone in his chamber or bar but does not come before the court. They sometimes fail to pay attention to his client and disregards his desire to appear in court. In this case, the nasty litigant becomes a shuttlecock between the court and the prosecutor (Attaullah, 2017). Fifth, according to the United Nations Report (2008), four billion people throughout the world are deprived of the opportunity to improve their lives and climb out of poverty because they are excluded from the rule of law (Albright, 2008). Many marginalized people are denied entrance simply because they cannot afford to pay and representation costs necessary to participate in the official court system. Sixth, the judicial systems lack sufficient public outreach activities and are essentially unable to provide access to the general public for involvement and awareness-raising in trials, given that costs are potentially the greatest barrier to structured dispute resolution for many people in Pakistan. As a result, only a tiny urban population has access to the FJS.

The objective of the study is to collect information about IDRM such as how it functions and what are the perception of the indigenous communities. Moreover, does it serve for the best interest of the community and maintain harmony and peacebuilding in the community? This was investigated through the (n=92) interviews were undertaken with disputant groups, local actors (ChangoMurs and elders), their families, local media men, and a member of civil society through a purposive sampling from villages of Larkana District. In addition, in-depth interviews (n=04) were conducted with the people of the villages at Otak of ChangoMurs and at the village hotel.

**Theoretical Framework**

The research was carried out by using the theories of social capital, analysis conflict, and local indigenous dispute resolution mechanisms. Social capital theory explore how relationships are viewed as social capital, and how this web of social ties is mobilized to enable conflict resolution. The term "capital" is defined by (Stevenson, 2010) as wealth or other types of assets possessed by people, but in
economics (Bourdieu, 1986; Chen et al., 2009; Glaser et al., 2002) it is defined as assets that may be invested for profit. The phrase "social capital" is not new to social science research; it dates back to Durkheim's study on social influences of suicide (Durkheim, 1963), which also emphasized group life, where an individual's participation in group life generates good results. Furthermore, Marx's idea of a class-based society (Marx & Engels, 1978) and this includes the concept of social solidarity.

Pretty's idea emphasizes the importance of social relationships and bonds, whereas Putnam's view emphasizes recurrent elements like norms, rules, trust, and networks. The idea contains numerous areas of probable divergence and contradiction, which impact its application and use as an analytical lens, due to its widespread use and changing nature (McDougall, 2015).

Social capital focuses on it as a resource that is present in terms of groups, as Putnam points out, "the features of social organization, such as trust, norms, and networks, that can improve the efficiency of society by facilitating coordinated actions" (Putnam 1993:167). At the second level, it's about scale and boundaries, which are interlinked. From micro to macro, social capital can be studied and understood in a variety of ways (Lyon 2000). Furthermore, Patulny and Svendsen's focus can be on horizontal or vertical connections of an actor or groups with actors or groups external to them ("bonding" social capital), or on horizontal or vertical connections of an actor or groups with actors or groups external to them ("bridging" and "linking" social capital, respectively) (Patulny and Svendsen 2007). Thus, social capital is referred to as a matter of narrative and a unit of analysis (McDougall, 2015). Finally, the analytical focus is on social capital. Adler and Kwon (2002) discuss both structural and content-related features of groups and networks, as well as norms, values, and common understanding.

Social capital is a relationship that has two potential aspects: structural and content. The structure creates social networks, which are then converted into social ties. For example, it gives opportunities for members of society to engage and conduct transactions. However, the frequency, intensity, and interaction of these links may vary. Such relationships allow individuals to connect and utilize resources, which might include information, transactions, and opportunities to act
together. Norms, rules, and trust, on the other hand, are content characteristics that play a motivating role in the development of social capital (McDougall, 2015).

**Discussion and Analysis**

In the Sindhi village, conflicts that escalate and become public are settled through an informal procedure or customary law, "Faislo", which was established through generations of traditions. Still, the majority of the conflicts in the recent past have involved women, money, and land issues. Money and land disputes may include property ownership, agricultural land boundaries, access to water, food theft, debt payback, and so on, as well as women's honor issues. Any dispute (verbal or physical) or clash between more than one person over the mentioned reasons can result in a conflict, which can be exacerbated by expressing anger, violence, or impulsiveness. Moreover, issues related to women are even more complicated, as they relate to the culturally constructed notions of Izzat and Gairat (honor and prestige). In these acts of violation, the reaction is anticipated. It is because the tradition strongly encourages the anticipated action of defending one's honor. Thus, the system offers a detailed resolution and penalty (monetary terms as well) for settling community disagreements. Even though these rules are not documented, everyone is aware of the "laws and punishments." In the field, it was found that different punishments were given, even when they committed the same crime. This is the best evidence of restoring balance, rather than unfairness or vengeance against a single individual. Furthermore, before punishing someone, the community considers the socio-economic situation of the culprits and the families left behind.

As disputes frequently emerge among human beings, laws and communities are unable to stop them from occurring. Therefore, disputes occur, and the communities make certain laws to resolve them, punish the culprits, and give justice to the aggrieved party. Thus, local communities have their own indigenous mechanism to resolve the disputes (Sheikh, 2019). Disputes are resolved into three stages, the first of which is the pre-conflict stage, in which two parties' disagreement evolves into a full-fledged conflict. During the dispute, the issue, after being identified at social gatherings such as Otak, requires the participation

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4 A male Guest spacing for social gathering in the village setting
of local actors and the activation of Faislo, while the third stage leads to the resolution and delivery of the resolution. Otak provides a platform to help the villagers identify their conflicts and use IDRM to resolve and settle them. Thus, Otak is a term that refers to ‘social interaction places’ as well as public areas where people not only connect but also bring their disagreements to be resolved. For group cohesion and village harmony, the ChangoMurs and the elders use their social, economic, and political power to put pressure on both groups.

During interviews, the villagers reported that Faislo is a basic mechanism to seek access to justice in the village. One of the most important features of Faislo is that it is situated within the village and is easily accessible for all at any time. Faislo conducts its process when everyone is free from their work, and every member of the community, disputant parties and all other interested groups can participate. The disputant pays nothing to anyone and seeks justice. One of the respondents narrated that one charge was because for villagers, peacebuilding is the basic requirement, and all villagers are just like families, and providing services to family members costs nothing, but it is Sawab (reward from Allah) and happiness. In response to a question during the interview, villagers interpret conflicts as cultural activities and want solutions and mechanisms that comprehend the sociocultural significance and understand the context of the dispute. As a result, there is a widespread belief that the courts’ definitions, solutions, and body of laws do not support them, and their mechanisms are an interruption in their daily lives.

Moreover, a villager said that the concept behind presenting cases to Faislo is that it is the community’s common obligation to settle people’s issues, so that everyone should spend their live peacefully. Thus, it is the obligation of all community members to ensure the well-being of other fellow community members, or Biraderi members. So Otak addresses those issues that are vital for the community, and it can disrupt the social fabric and overall functionality.

Faislo, on the other hand, requires that both parties accept and acknowledge submitting their issues to the council and that they further empower the council by relinquishing their rights to resolve and settle disputes through judgments.

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5 the head of a Faislo and a trustable elder of ethnic group
made through discussions, dialogues, and consensus. The gathering of both Dhur\(^6\) in the Otak of ChangoMurs indicates that they have delegated their authority to the council; as a result, arbitrators determine rewards and penalties on their behalf after conclusive evidence and witnesses.

In rural Sindh, the traditional laws are practices, which are subject to traditional authorities’ influence (elder, ChangoMurs, Sardar). ChangoMurs (traditional leaders such as socio-cultural and religious leaders) and elders of Biraderi serve as arbitrators, and the mechanism they use in the village is referred to as the Indigenous Dispute Resolution Mechanism (IDRM). It has been in practice in this part of the world for many centuries, and various provincial and national assembly acts support IDRM in commercial and civil cases, but hearings or procedures related to criminal cases are banned by the provincial and national assemblies, respectively. In Otak, the aggrieved party or his Biraderi member brings their case. The ChangoMurs call upon both parties’ elders. The village elders and ChangoMurs of the village come together to act as a neutral third party to resolve the dispute between both parties. The arbitrators follow local customs, traditions, or religious teachings, all based on the nature of the case and the current situation and context. Local NGOs, police, and civil society get involved in the process of Faislo in high-profile cases.

**IDRM Mechanism**

When a conflict arises, the mass consults with local actors for settlement. The process begins when a Dhur or a Dhur’s\(^7\) approaches the local arbiter. In most cases, the ChangoMurs act as arbitrators, resolving disputes according to local customs and values. The ChangoMurs and Biraderi elders play an intermediary role and initially talk about the nature of the dispute, reasons for the dispute, who resolves it better, where to resolve it, gathering witnesses, and possible options and consent of both Dhurs for acceptance, etc. The willingness to join Faislo on a specific date means that the disputing parties vest their powers and trust in Faislo for resolution. IDRM consists of several steps, which are as follows:

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\(^6\) disputing parties along with their Biraderi members and elders’ perusing their case

\(^7\) well-wisher
In the first step, who is permitted to participate in IDRM? Normally, every male member of the community is eligible to participate in the *Faislo*. As a result, there are no hard and fast rules about who will participate or not, but rather the community and *ChangoMurs* encourage individuals to engage for the sake of learning and influence. The *Faislo* is usually attended by four categories of individuals: 1) those who are hurt, 2) those who are suspected, 3) observers, and 4) the impartial *Dhur*, who genuinely wants to resolve the conflict. In the second step, the *Faislo* could be held inside or outside the *Otaks* of the village based on the nature of the disputes and cases, such as major criminal crimes being settled in separate *Otaks* of *Sardar* (outside of the village), and regular civil matters being arbitrated by *ChangoMurs* of the community or elders of *Biraderi*. In the third step, caste is the most important binding source in village structure, since it organizes its members, and caste structure is built on a substantial number of its members, demonstrating power. Each caste has its own elders, *ChangoMurs*, and they form an alliance with other castes' *ChangoMurs*. If a conflict arises inside a family, the arbitrator will be nominated from within *Qoum*. The elders, or *ChangoMurs*, of the *Qoum* act as arbitrators in intra-family disputes, such as sibling rivalry, conflicts over marriage, divorce, and children, and so on. While intra-village or intervillage disputes are resolved by the *ChangoMurs* of the village, or Sardar.

In the fourth step, each side nominates two *Musheer* from each *Dhur* to collect evidence and assess both *Dhur*’s strengths and weaknesses. Later, *ChangoMurs* and both *Musheer* debate their respective groups' points of view, as well as their weak and strong points. This talk analyzes the case and reveals the facts that helped to reach consensus and a verdict. In six steps, both *Dhur* present relevant evidence before *Faislo* to identify the cause and evidence of disputes. The evidence consists of circumstantial and contextual evidence. The purpose of these efforts is to establish links between the events. The evidence will not be considered substantial or relevant if it does not correlate with the time, place, identity, or illegal activities of the accused or the context of the offence committed. In the seventh step, witnesses are verified. First and foremost, the most genuine approach to authenticating the witness and his evidence is to have him swear on the Holy

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8 intra-family
Quran. Second, the history of the witness and his family is examined. Finally, it is attempted to establish a relationship between the witness and the circumstance, such as what he was doing there "contextual verification?" In the last steps, penalties in the form of monetary terms are a relatively new concept. Nevertheless, prior to financial compensation, a barter system was used, i.e., life for a life or giving away goods of equivalent worth to those who were lost. The concept of compensation stems from public concern about the impact of post-dispute punishment on the family and those left behind. Even imprisoning the guilty would make the left-behind family reliant on the others. As a result, the majority of underprivileged individuals who are not put to pay high compensation or imprisonment and capital punishment.

IDRM is a social organization that is based on relationships or social networking. This relationship, or social networking, is considered social capital and it focuses on providing easy access and fair justice. Social capital inculcates tolerance among community members for peacebuilding and collaboration for community solidarity. As a result, aggrieved Dhur are able to heal their mental and emotional damage by addressing their difficulties and restoring social ties. Therefore, rather than official courts, community members rely on the indigenous system.

Dispute resolution is viewed as a wide concept that covers a variety of approaches to settling conflicts. As Tamang stated, there are realist (coercive and diplomatic) liberal (political, military, economic) and social perspectives on managing disputes. According to him, these different techniques and procedures are intended to resolve disputes (both criminal and civil) and the ultimate goal is to restore communal harmony and peace. Therefore, communities used various techniques to restore peace, such as coercive power, political influence, or diplomatic method (Tamang, 2015).

According to community members, the IDRM resolves disputes while considering the political, social, legal, economic, and humanitarian viewpoints of the masses. a) The political perspective refers to the authority that comes with the positions that are allocated to ChangoMurs in Faislo. This shows the political structure of the village and Faislo. The village's political hierarchy is made up of the village's rural elites. They are not just resourceful, but they also own the majority of the
village's land. *ChangoMurs* does not allow individuals to leave the town for resolution or to create space, and he has complete control over his subordinates' life. As a result, *Faislo* is seen as a significant mechanism that maintains *ChanguMurs*’ function relevant and meaningful.

b) The legal perspective refers to access to justice that involves the implementation of feasible, cost-effective, and efficient justice mechanisms, as well as the legal empowerment of all members of society, particularly disadvantaged people, children, and women who have the ability to exercise their rights through formal and informal justice systems. The IDRM provides quick, easy to access, native language, and no cost for hearing. The masses are aware of the *Musheer* and arbitrators, and they are available at their doorstep. While the state court system prevails and provides services at the research site. The state courts are costly, take a long time, fix work hours, are away from the village, in a foreign language, and the masses are unaware of the rules, lawyers, staff, and judges.

c) Economic perspective refers to the villagers' socioeconomic status. Living in rural areas are mostly marginalized groups of people. Therefore, they are unable to pay the heavy fees of lawyers and court procedure fees, and they bribe the police. Therefore, for them, IDRM is relevant, which resolves their dispute at no cost.

d) The presence of well-known or well-connected community members is a good indicator of how successfully and quickly a dispute will be resolved. The greater the social networks among community members, the better the masses recognize their responsibilities, and ultimately, there are more possibilities for resolving issues. This means not only is one’s socioeconomic status linked to one’s social standing, but also to the relationships and ties one has with someone of high socioeconomic level.

e) During a dispute, the humanitarian perspective of IDRM is "emergency response of local actors". The local actors make sure of the safety and protect the lives of disputing parties, and stop further aggression, restoring community harmony and peace. On humanitarian grounds, the IDRM contributes positively by fostering or beginning conversation between disputant parties, while keeping in mind the sensitivity of the subject.
During the focus group discussion, it was found that the Faislo has the ability to address the rural masses’ issues. Many social actors believe that traditional justice, which can force legal order on the parties, is the preferable way to achieve social peace. While the FJS is perceived as slow and out of date, the administration, lawyers, and judges are more concerned with their pay and are trapped by the Biraderi network and are engaged in making extra money from disputant parties. Furthermore, it was revealed that in some situations, one party opted for FJs for delay tactics to put pressure on the other party into agreeing to a compromise. For that, the lawyer does not appear in court or request that the registrar set a new date for the case’s hearing. Furthermore, using the Biraderi card, Sardar or ChangoMurs can approach the FJS and influence the procedure by slowing it down for their political point scoring. As a result, the justice process has lowered its gear, and ultimately, judges and lawyers suggest that a dispute be resolved outside of court. Thus, local actors’ emphasis is more on Faislo. However, they suggest that the Faislo proceedings can be guided so that they understand their jurisdiction and restrictions and avoid making controversial decisions. In addition, written procedures, such as formal laws, should be implemented, or in other situations, individuals responsible for IDRM should be trained and held accountable by observation and recording of a trial.

As a result of these perspectives, we can see why the masses consider Faislo to be important in their lives. These perspectives of the community, which have developed through time as a result of their different experiences with IDRM and the courts, and indigenous mechanisms, best suited them.

**Conclusion**

The Faislo mechanism (IDRM) is based on ethical traditions, principles, religion, and moral significance that aim to reduce the degree of violence. Therefore, Faislo is still in use and influencing the behaviors and actions of people that have developed over a period of time through a social learning and adaptive environment process. The social learning process and every day experience build trust among the masses on Faislo; as they investigate the root reasons of the conflict, hold long conversations, share viewpoints and information, establish common points, and develop consensus for the mutual benefit of both parties.
For villagers, the IDRM is accessible, does not involve lengthy procedures or delays, and is conducted in one's native language, making it very cost-effective. For resolution, "emergency response of local actors" is a significant step, which shows that local actors make sure of the safety and protect the lives of disputing parties. Thus, the local arbitrators evaluate the case at their doorstep, keeping in mind the efficacy of the verdict and trying to match the aspirations of the aggrieved party with it. Therefore, in an indigenous setting, the villagers handle the political, social, legal, economic, and humanitarian aspects of the verdict and it must stop further aggression, restoring community harmony and peace. This shows the political structure of the village and Faislo.
References


Indigenous Dispute Resolution Mechanism (IDRM) in Sindh


Societal Transformation after Civil War: A Marxist Analysis of O Casey’s *Juno and the Paycock*

Sana Akram*, Mirza Noman Shamas**

Abstract

The selected novel has the revolutionary power in the history of English Literature and accomplished unforgettable fame during every rivalry contest. This study declares the most devastating phenomenon of the Civil Wars in such a beautiful way that even the opponents raised their hands for appreciation. Freedom is the blessing for every living entity and its worth can only be realized by those who are compelled to spend their day and night under the strict commands of their masters. They spend the life even more horrifying than the death. They became answerable to their masters for even breathing if they try to do so by their own will. Therefore, realizing the pissing off condition of those slaves and their miserable life incidents, this novel is full of emotions as well as their struggle to get rid of such type of awful conditions. Furthermore, it declares that how wars effect the families, and they lose their lives in attempts to get free life and become source of fear for those who want to become free. Even then, the brave people dominate their courage over the trepidation. They decide by their heart that freedom is the ultimate solution to remain alive peacefully. Marxism is the perfect theory that explains the social behavior as well as transformation of communities from one state to another by collecting their courage and hard work. Therefore, for the analysis of objective results, application of Traditional Marxist perspective under the umbrella of Marxism has been applied by this research article. Also, this research article is source of inspiration along with embellished with the knowledge of impacts of Civil War on the families and societies.

Keywords: Civil War, Marxism, Juno, Paycock, Families

Introduction

Mankind is at higher rank of supremacy due to being kind hearted, bestowed with love and feelings of affection for other living entities. They feel the pain of other people and try to lessen it (De Montellano and Bernard, 1983; Claessen et al., 2004; Ho, 2019). Similarly, they enjoy the happiness of others and

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participate to increase it many folds. However, sometimes, reverse to this happens and man becomes the foe of the other (Berman, 2016; Das, 2019; Hibbard, 2019). Consequently, they try to snatch the happiness of others, they want to become the owner of other’s belonging and for the fulfillment of their personal benefits they cross all the limits of humanity. At that moment of time they forget the difference between the human and monster (Purnis et al., 2016; Brown, 2019; Roby, 2019; Rodríguez, Jesús et al., 2019). Due to this dilemma, destruction happens into the society and people try to save their lives, resources, respect and even their loved ones from the bad temptation of other human beings. “Marxism” is the perfect theory that explains the social behavior as well as transformation of communities from one state to another by collecting their courage and hard work. It is an important as well as proximal approach to discuss such type of flaws in the society (Blurton, 2016; Dubé-Belzile, 2019; Herrmann, 2019; Berrada, 2020). This theory has revolutionized the English Literature and provided the stories and novels a new way of description and explanation of most important as well as devastating phenomenon of the society (Keating, 2016; Lehr, 2018).

“Seán O’Casey” is a well-known and famous writer along with storyteller of his era. He is well known author of the UK and his novels are famous for being used in various films and TV shows (Hallmark, 2017; Alder, 2020; Hill and Laura, 2020; Norquay, 2020). His novels and short-stories are full of attraction, moral lessons and refreshing doldrums for readers along with researcher to analyze his work (Bassett, 2020; Kearin, 2020; Otomo, 2020). “Juno and Peacock” is best novel of “Seán O’Casey” as well as full of food for book lovers (Hoffenberg, 2016; Mellifont, 2017; Joll, 2016; Alexander, 2017; Manfredi, 2018). The whole novel is the clear depiction for expertise of the writer for explaining the most awful situations of the present world in a beautiful way (Milne, 2016; Rita, 2017; McAuley, 2019). The author’s way of talk and to explain his work is different from many other authors that are well known as travel writers (Stott, 2004; Larsen, 2015).

“Juno and Peacock” is well documented story of various eras. It depicts the real story of a family living in UK, named as “Boyle”. Man is always considered as the responsible and leader of every home and other domestic dealings. However, “Jack Boyle” as the main character of the story spends his life contrary to the terms and conditions of the societies. He does not feel any need or responsibility of his home.
rather remain slashed into his own world of fantasy. He considers that wine and other related type of drinking material is the only decorative and luxuries of life (Blurton, 2016; Dubé-Belzile, 2019; Herrmann, 2019; Berrada, 2020). Therefore, he used to remain drunk along with his friend named as “Pal Joxer” and ultimately away from the world of reality. He was told to find some proper work to do some struggle for spending the life in much better way and to support his family. However, none of material ever affected his routine, the only purpose of his life was to find the drink and keep on drinking.

Contrary to the routine of the “Jack Boyle”, his wife “Juno” was hard working as well as responsible to support his family as well as to fulfill all their needs. The sad painful behavior of her husband makes her hurt and she feels the end of humanity, deeply indulged in darkness and suffocating environment. However, she decides that she will not give up; she will continue her struggle to save the existence of family. Therefore, she remains finding some sort of job and work hard from dawn to dusk. Coupled with all this, their son known as “Johnny” becomes disable after losing his arm in the horrible events of Civil War. This incident hurt “Juno” and she feels her at the verge of death. However, she defeats death and once again survives to spend a marvelous life. Nonetheless after this incident she feels herself lucky enough and considers this heartbreaking confrontation as the message of Creator Who wants to make her role that she has to do some rudimentary tasks before she ends her life. Therefore, after getting back her established heath she decides to do something bigger than all and for this purpose, she decides to change the fate of her family.

Similarly, their daughter “Mary” follows the footsteps of her mother and decides to spend a marvelous life in the darkness of poverty and senseless situations all around her. The story turns another twist when the “Boyle” family came to know about some sort of pretty good inheritance from one of “Jack Boyle’s” relatives. This news broke through by the “Charlie Bentham” who is the fiancé of the “Mary” and shows his hearties concerns about the family of “Mary” along with “Mary”. However, their happiness got a full stop when they came to know that every cousin of “Jack Boyle” will get the portion of the inheritance. Therefore, in great anger the “Jack Boyle” discontinues the engagement of her daughter with the “Charlie Bentham”. However, “Mary” came to know that she is pregnant and thus,
started avoiding his relative and other members of family to meet openly and comfortably (Berman, 2016; Das, 2019; Hibbard, 2019).

Furthermore, upon the wretched aftermaths of the Civil War, their neighbor got murdered by the army. However, when they came to know that “Johnny” the already disabled son of the “Boyle” family is the witness of this murder and have the secret information relating to it (De Montellano and Bernard, 1983; Claessen et al., 2004; Ho, 2019). They forcefully, take him away from his family and then, later on, he also got murdered. This heart breaking news shatter the “Juno” and she decides to leave the “Jack Boyle” and start residing in the house of her sister along with her daughter “Mary” to provide the shelter to the new born baby. She was thinking that this awful incident will let the “Jack Boyle” to feel the pain and change his routine to cope with the hardships of life (Bassett, 2020; Kearin, 2020; Otomo, 2020). Contrary to this, he indulged himself in the addiction of the alcohol and start drinking with the much more quantity as he used to do earlier. Therefore, the Civil War broke the whole family and shatters the persons of the “Boyle” family. However, the author is of the view that this is the part of few people who were discussed in the story and there are bulks of people all around the globe who are suffering and compelled to face the aftermaths of the Civil War in the horrible form (Hoffenberg, 2016; Mellifont, 2017; Joll, 2016; Alexander, 2017; Manfredi, 2018).

It enlightens the significant rationale for devising the whole research work. Thus, our research can be concluded that wars, terrorism and oppression are the incidents that destroy the families, engulf the loved ones of family members and shatter the foundation of peace and harmony. Sometimes, to cheat and deceive the others give the destruction to the sustainability of peaceful and happy community. Therefore our study is being conducted under the idea of Traditional Marxist Theory. In this play Irish Civil War is represented as base and members of Irish society (characters) as superstructure. These characters and their life happening events are very close to Marx concept of materialism as well.

**Literature Review**

Marxism is a ‘political’, ‘economic’ and ‘social philosophy’. It criticizes the outcome of capitalism on toil, yield, and fiscal growth. It contends for an
employee upheaval to capsize capitalism in order to assist communism. *Marxism posits that the struggle between social classes, specifically between the bourgeoisie, or capitalists, and the proletariat, or workers, defines economic relations in a capitalist economy and will inevitably lead to revolutionary communism.* (Chappelow, 2019)

Marx assumed that in a Capitalist structure, on the basis of economics the society is made up of three classes: ‘the bourgeoisie’, who control the means of production, ‘the peti-bourgeoisie’, who is used by elite class for their own benefit and ‘the proletariat’ who renovates unrefined commodities into antique economic goods. The bourgeoisie’s power of the means of production gives them authority to control over the proletariat. It grants them to confine the laborers capability to fabricate and acquire what they demand to sustain. Marx concluded that capitalism is placed on ‘commodities’ and an employee’s labor is a form of ‘commodity’. The bourgeoisie utilize societal associations as tools and weapons against the masses in order to preserve their place of supremacy and privilege. It employs private property rights for the sake of means of production.

“Workers in capitalist society do not own the means—machines, raw materials, factories—which they use in their work. These are owned by the capitalists to whom the workers must sell their "labor power", or ability to do work, in return for a wage” (Ollman, 2014, p.3).

Moreover, at the core of Marx’s theory of alienation this structure of labor exhibit four associations. Firstly, the laborer is detached from his or her dynamic activity. The capitalist situates the situations and tempo of work and determines if the laborer is to be licensed to work or not. Secondly, the laborer is detached from other mortals with respect to antagonism and communal indifference and as a result he puts back most forms of collaboration. This is not only affects the relations among capitalists but also to relations among individuals inside each class for better survival. Thirdly, the worker is detached from the artifact of that commotion. He has no jurisdiction over what is contrived or what transpires to it. Finally, the laborer is detached from the distinctive potential for creativity and community. As a result the laborers increasingly mislay their capability to extend
the better individualities. (Ollman, 2014)

The estrangement and misuse of the proletariat class, compels the labor class to rioter against the bourgeoisie in order to takes hold of the resources of fabrication. Hence he anticipated that the capitalist system essentially accommodated the seeds of its own devastation. As a result of this upheaval, Marx envisaged that ‘private ownership’ of the means of production would be recouped by ‘collective ownership’. Similarly, Very less literature is available for explaining the most important phenomenon of society that how people are exploiting each other by adopting various prohibited acts. Most of the literature is available for explaining the love stories and romantic features of the novels and short stories. However, no one has embellished the English Literature with the most demanding and necessary fact related to social behavior of human beings.

Throughout the history of world, many writers with their philosophy of lives and their artistic languages have defined the nature of human beings with the help of different genres of literature; thus literature has to be considered as the mirror of the society (Akhtar et al., 2019; Sheikh et al., 2019). World has produced numerous writers for instance William Shakespeare, Thomas Hardy, Jane Austen, Oscar Wilde, Robert Browning, Christopher Marlowe, E.M. Fosrter, Thomas Gray, and so on who contribute their lives to solve the issues of common people through their literary works which are the production of their keenly observation. Similarly, Pakistani society has produced several writers such as Fatima Bhutto, Kamila Shamsie, J.J Baloch, Azhar Noonari, Allama I.I. Kazi, Amar Jaleel and so on, who share their philosophical knowledge in their works to give voice to the suppressed people. “Seán O’Casey” had also born in UK and thus, a great writer who talk about devastating phenomenon of society such as wars, terrorism, unjust and unbearable behavior of society as well as the poor and sad condition of the affected persons. He is of the view that people lost their lives, their loved ones and even their happiness of life just after the ending of wars, disputes and other oppression incidents (Bashir and Guzzo, 2019; Iftikhar and Awan, 2019). In every class, people face many socioeconomic and political problems and have great influence on them.

Malkawi, (2019) is of the view that Civil Wars and other such type of phenomenon
have devastating impact on the lives of the common people. Similarly, he has used the reference of the novel “Juno and The Paycock” for the explanation of his words by saying that due to the incident of Civil War the only son of the Juno lost his arm and became the disabled person for the whole of his life and after that he was murdered for the crime he has not done. Therefore, she although remained tired and heart mourning, however, with the passage of time she becomes the strong and courageous lady who sees no difference with further pains and hardships coming to her life. Furthermore, the author is of the view that people must take care of the humanity and there must be peace and harmony all around the world. Otherwise, he further states that the political leaders and higher authorities even could not feel the dilemma and pain through which the affected families pass.

Similarly, McAteer, (2020), performed a detailed study to evaluate the impact of life shattering incidents on the social behavior of the common people and he found that it is not related to one person or one family. The impact of injustice, cruelty and oppression change the whole community and their life pass through the most horrible states of life. They become jobless, poverty and hunger snatch their dignity, name and even sense of responsibility. They feel darkness and disappointment at every corner of the life. They lose their loved ones and this pain, change them from common people into despondent and even sometime the criminal. Therefore, it is the utmost need of hour to do something for the sustainability as well as harmony of the societies throughout the world.

**Marxist Analysis of Juno and the Paycock**

As our research comprised of novel that is written in context form, following the descriptive data analysis technique of Hakim, (2004), descriptive analysis was made to enlighten the various characters and actual thinking of writer for devising such type of stories. Additionally “Marxism” is philosophical theory; it contains different aspects such as awareness of socio-economic, political and basic rights of human beings in endocentric society. Furthermore, Traditional Marxist theory has been selected to study the fact that societal transformation occur when some sort of life changing incident such as War may accomplish and it would be called destruction rather sometimes unethical social and moral behavior of human beings with other mankind also pushes the society towards destruction and deterioration. Dishonestly, cheating, theft, dishonor, devious and hurting the feelings of others
are the major attributes that brings the societies at the verge of destruction and deterioration. Above mentioned novel is selected to enlighten such type of behavior keeping in view the theory of “Marxism.”

Textual Analysis

With the application of “Marxism” theory and use of qualitative analysis technique, our research data can be analyzed as follows. In the story of “Juno and The Paycock”, the narrator explains the nature of human being as well as his observing power towards the surrounding. He explains that how people see the world with love and gratitude, however, this world is also full of bad people who want to exploit the others by fulfilling their worse intentions.

“I’m going’ to tell you something’, Joxer, that I wouldn’t tell to anybody else - the clergy always had too much power over the people in this unfortunate country... Didn’t they prevent the people in ’47 from seizing’ the corn, and they starving’; didn’t they down Parnell; didn’t they say that hell wasn’t hot enough nor eternity long enough to punish the Fenians? We don’t forget, we don’t forget them things, Joxer. If they’ve taken everything else from us, Joxer, they’ve left us our memory.” (Juno and The Paycock by “Seán O’Casey”).

The above explained text citation is the clear depiction of the application of the “Marxism” theory. The writer describes the poor and unlucky condition of the common people after the end of the Civil War. He is of the view that great societal change occur when some famine or warrior condition persists for long duration of time. In addition, in the above mentioned text citation, the author explains the Irish people’s condition when they used to deal with corn and severe scarcity of potato prevailed all around for the year of 1847. However, even under such type of devastating conditions, some people were bestowed with high ranks of supremacy in the form of political power such as Charles Stewart Parnell. However, the people snatch such type of blessings from others soon after indorsing some sort of blame such as his divorce scandal.

“Jack Boyle” did not show any concern towards his family and that’s why does not
go to find out any type job or work. However, he was the good friend of the Charles Stewart Parnell and they use to remain discussing the historic alterations due to famine in 1847 and now the cruelty and poor condition of the common people as the aftermaths of the Civil War.

“Ah, you lost your best principle, me boy, when you lost your arm; them’s the only sort o’ principles that’s any good to a working man.” (Juno and The Paycock by “Seán O’Casey”).

The above text citation describes the poor condition of the common due to the continuation of the Civil War. “Johnny” the only son of the “Boyle Family” had lost his arm in the discomforts and shattering condition of the war. However, his mother “Juno” is of the view all these patriotic behavior and other such type of theories and social behavior is of no use as when she is in need to feed the every member of her family she has to work from dawn to dusk. She doesn’t find any type of support from any one. Thus, implication of the “Marxism Theory” is the best way to justify our results about the societal transformation after being affected by the Civil War.

“Juno! What an interesting name! It reminds one of Homer’s glorious story of ancient gods and heroes.” (Juno and The Paycock by “Seán O’Casey”).

The above mentioned text citation is related to the naming history of the main character of the story “Juno”. The author says that “Boyle” has given her name as “Juno” as most of the life incidents have occurred in the month of June. However, one of his friends says that this is very beautiful name that may remind us the memory of the goddess of love. He compares the routine activities with that goddess, who used to be considered as the symbol of love and sacrifice. He says just like that god, “Juno” loves her family a lot that even the poor conditions and prevailing hunger in the family couldn’t let her down. Her love and determination for her family remained the same even after the devastating and heart mourning incidents of civil wars.

“Maybe I didn’t feel sorry enough for Mrs. Tancred when her poor son was found as Johnny’s been found now - because he was a Diehard! Ah, why didn’t I remember that then he wasn’t a Diehard or a Stater, but only a poor dead son! ....Sacred Heart o’
Jesus, take away our hearts o’ stone, and give us hearts o’ flesh!
Take away this murdherin’ hate, an’ give us Thine own eternal love!” (Juno and The Paycock by “Seán O’Casey”).

The above explained text citation is perfect example of love and thus, explains the pain of being away from the loved ones. Furthermore, it is clear that there is supernatural power in the love. The author explains that to being away from our loved ones is the most dynamic dilemma that has the ability to destroy the whole community, however, the strength of love is above all. The author explains well that when you are embellished with the power of love, you will see the light in every dark situation. However, the above explained context enlightens the true spirit of love. He beautifully describes that love is the more profound power; it has the ability to cope every type of hardship and to fight with the whole world for the sake of happiness and peace of our loved ones. Contrary to this, if someone says that she / he love to someone, however, at the moment does not have the ability to protect it, then the author says that is not the love rather timespending situation.

**Conclusion**

Conclusion is the most important and necessary attribute of every research work. It enlightens the significant rationale for devising the whole research work. Thus, our research can be concluded that wars, terrorism and oppression are the incidents that destroy the families, engulf the loved ones of family members and shatter the foundation of peace and harmony under the umbrella of traditional Marxist perspective. Sometimes, to cheat and deceive the others give the destruction to the sustainability of peaceful and happy community. In our novel the narrator explains the social behavior of common people and explains well that societies pass through unbearable pain during the prevailing situations of wars and then, ultimately many changes occur in the lives of the common people.
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Bilingualism in Pakistani Fiction: The Analysis of *Twilight in Delhi* by Ahmed Ali

Taliya Marryum*, Irfan Ahmad**, Xing Xuanyu***

Abstract

This research aims to find code-switching occurrences in *Twilight in Delhi* written by Pakistani English postcolonial writer Ahmed Ali. He uses many Urdu terms and expressions in his narrative to keep alive Eastern culture and traditions that would otherwise lose their essence if translated into English. In this way, he reconstitutes English language in his work. The frequency of Urdu words is recorded, and the data obtained is analyzed on semantic, phonological and syntactic grounds. The writer also tries to experiment with the form and brings creativity, and in doing so, he applies English structure on Urdu terms and introduced a new vocabulary. The deliberate use of code-switching in the novel shows that language is no one’s property neither someone’s hegemony.

Keywords: Bilingualism, Code-switching, Pakistani English, Post-colonialism

Introduction

The birth of a new word is the result of ‘borrowing’ when two or more languages come in contact with each other at the same time and place. Hock (1991) stated that “borrowing” refers to the adoption of individual words or even large sets of vocabulary items from another language or dialect. According to (Kerswell 1994) “the first foreign elements to enter the borrowing language are words”, likewise, borrowing is the “introduction of single words or short idiomatic phrases.” So code-switching is a sociolinguistic phenomenon which is also the outcome of this contact. In Mesthrie’s view this contact is “initiated by the spread of languages of power and prestige via conquest and colonization” (qt. in. Asghar et al. 2013). English, being the language of the rulers symbolizes power and prestige and “the elite class was observed to be borrowing English words in their speech” (Asghar et al. 2013).

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The colonial era in the Sub-continent witnessed a cultural shift; a time when cultures meet languages and one wants to be dominant on the other; a sort of lingua-cultural war was started. As stated by Sapir “when there is cultural borrowing, there is always the likelihood that the associated words may be borrowed, too” (qt. in Sipra 2013). The interaction between Urdu and English is a two-way affair and “colonizing forces of Britain made English and Urdu co-exist since the 19th century” (Asghar et al. 2013). English credited itself for being a ‘donor language’ assimilated many Urdu words in it and vice-versa. English is flexible like a plastic, it can absorb words from other languages and expand its vocabulary, also “the process of loaning words from other languages is a sign of a living and progressing language” (Manwar 2011). (Sarwet 2006) noted that “the social context largely affects the linguistics choices and preferences” and English being the language of the lords becomes the choice of aristocracy after the partition of the sub-continent.

This borrowing and code-switching resulted in the formation of a new variety of English that is called Pakistani English (PE). “Code-mixing is a worldwide accepted concept that is not only found in spoken Language or interaction but also found in the written discourse” and the “reason of using the Code-mixing ... is to show the identity and also the ideology of freedom” (Ayoub et al. 2016). Postcolonial writers can be accredited for their work of mixing two great languages i.e. Urdu and English in a written form, usually at a lexical level.

For this purpose, the work of Ahmad Ali; a renowned Pakistani post-colonial writer, is selected because he is among the “Indian novelists of the first ability” (Ali 2007). He is also considered as a pioneer writer in English in Pakistan. He writes in English because he wants to challenge the ‘imperial narrative’ and also, he intends to ‘approach the secondary audience’. Twilight in Delhi is his first novel; published in 1940 before the partition of India, in London. The novel is translated into many languages including Urdu i.e. Dilli ki Sham. The novel is highly praised by the critics around the world and gathers much fame. An American critic, David D. Anderson praises the novel by saying that the book “transcends language as any substantial work of art ultimately must do...” (qt. Ali 2007). The novel is a fine example of code-switching as the writer replaces English words with Urdu words. The novel also contains rich cultural and linguistic norms of Pakistani society.
According to (Rafi et al. 2012) “publication of literary work into foreign language is one of the primary reasons for inception of a new variety”.

The present study examines the use of code-switching in a Pakistani postcolonial text *Twilight in Delhi* by Ahmed Ali. It measures CS in the novel to a larger extent. It analyses CS occurrences semantically, phonologically and syntactically and data collected is displayed in the form of a graph. This research will also question the use of code-switching (CS) in *Twilight in Delhi* by Ahmed Ali. It attempts at discovering whether borrowing and code-switching is used intentionally by the writer and to what extent. The research is only limited to the selected Pakistani English postcolonial text i.e. *Twilight in Delhi* by Ahmad Ali in which code-switching is used by the writer. The following questions are proposed in this research.

1) What kind of linguistic elements are code-switched in the novel?
2) How Urdu code-switching in the text marks the emergence of a new variety of English?

The research is qualitative in nature. The frequency of Urdu language words in English are analyzed along with the phrases that are translated in English from Urdu. While the theoretical framework is the phenomenon of ‘borrowing’ and ‘code-switching’ of Urdu words in the novel. In this research paper, the data is collected from Pakistani postcolonial novel *Twilight in Delhi* by Ahmad Ali. All the Urdu words are collected after thorough reading of the text. As it contains many Urdu words, so the analysis is done on three grounds; phonetic analysis, semantic analysis and syntactic analysis and the results obtained are discussed qualitatively. The loan-translation of phrases and proverbs is marked, along with their Urdu translation. In this way we can find out the trend of code-switching in Pakistani fiction.

The novel consists of four sections and each part is further divided into parts and the total number of pages is 275. Each part opens with the translated verses of notable poets; which also acts as a chorus i.e. to give us hint what is going to be next. The story revolves around the life of Mir Nihal; the protagonist, and his household; a high-middle-class Delhi-ite who is the representative of Urdu language and wants to preserve Indian culture and traditions. He is against the
transformation of Delhi from sophisticated Eastern society to an indifferent Anglicized world. He said: “Her language, on which Delhi had prided herself, would become adulterated and impure, and would lose its beauty and uniqueness of idiom” (Ali 2007).

**Frequency of Urdu lexemes in the novel**

After close reading of the text, all Urdu language words are counted and coded, as well as, loan translation and proverbs/ direct expressions that are transferred from Urdu. In this dissertation, the coding is categorized into 32 categories which include addressing modes, cultural and traditional references, customs, religious terms, historical figures, and others. It is also notable that the author provides the meanings of some Urdu words at the bottom of the page. Also, he did not italicize Urdu words. The parentheses contain page numbers and the occurrence of words is written in square brackets.

### Addressing mode

The writer rather than writing Mr. or Sir, he preferably writes ‘saheb’ or ‘ji’ which serves as codes of respect in Eastern society.

Akhunji Saheb (266); bi Anjum (8); Hafizji (158, 259[3], 260 & 261); Hakimjji (103); Hakim Saheb (225); Khwaja Saheb, (102[3], 104 & 105); Kothay wali, kothay wali (259); Molvi Saheb (51); Mir Saheb’s (99[2], 102, 104, 105, 123, 159); Mirzaji (59 & 64); Nawab Saheb (118); Pirji (202[3], 221, 225); Sheikhji (93[2], 94[4], 95)

### Architecture

The writer is representing his culture by using the term ‘kotha’ instead of ‘upper-story house.”

kotha (6, 7, 8, 11, 12, 19, 20, 59, 62 & 97); veranda (7[3], 22, 27, 45, 62, 110, 160, 213, 214 & 255)

### Art forms

There are two possibilities for using these original terms; to introduce the native culture or no alternative in English. Ghazal and qawwali are the literary forms, ghazal is written in the praise of beloved while qawwali is
written for religious purposes. Sehra is sung on marriage ceremonies which includes “impossible verses” that “compares bride to the moon” while “bridegroom to the sun” (Ali 166). It was a custom in India to sing the songs of Saavan to welcome spring season which brings new life. ghazal (117[2]); qawwali (44 & 52); sehra (166); songs of Saavan (84 & 132)

Castes
There is no alternative available for the cates and so these are used as it is. Mughal (34 & 59); Saiyyeds (4, 36 & 59); Sheikh, Sheikh (49[2], 93[3], 94 & 95)

Clothing
For sari, sherwani and tahmat there is no alternative in English language while for burqa and chuga the word ‘gown’ is used.
burqas (84 & 267); chugha (192[2]); sari (121); sherwani (12, 101, 157, 267); tahmat (100 & 123).

Descriptive labels for people
The author deliberately uses the word ‘chamar’ for ‘untouchables’ and ‘farangis’ for ‘Englishmen’ as these are the negative labels given to them by the locals which shows disapproval. chamar (69); chamari (52, 53, 154); farangis (8, 50, 135[2], 136, 137, 139, 144, 154, 156, 188, 195, 209, 210 & 250); farangan (188).

Drinks
Sherbet was the only cold-drink available at that time and no substitute was available for the word. sherbets (23, 27[2], 97, 98[4], 106, 154, 158 [2], 165).

Drugs
Hookah was the common drug. It is a stemmed instrument for inhaling tobacco. hookah (37, 45, 97, 118, 119, 123, 156, 208 & 210).
Edibles
Ghee and kababs are common terms, however, paan, pindis and pinjiri are the less common terms and are native to India only. copra (154); ghee (39, 92 [2], 158[4]); kababs (106[3], 259); paan (76[2], 138[2] & 165); pindis (160[2] & 161); pinjiri (190); pulao (106, 259[6])

Fauna
Although, ‘bulbul’ and ‘maina’ are common terms but ‘golay’ and ‘nisavray’ are the species of pigeons and names in local dialect. The reason for using the specific names instead of using umbrella term ‘pigeon’ is to introduce the readers to the aristocratic game of pigeon-flying which was common among Delhi elite. bulbul (75, 95, 102); golay (103[2], 104); mainas (84); nisavray (104[2])

Flora
These three types of trees purely represent Eastern culture. henna tree (7, 20, 41, 62, 89, 115, 183, 185, 255 & 266); neem tree (p. 46, 47[2]); peepal trees (134 & 196)

Festivals
As there is no alternative found in English for ‘Eid’, the writer uses the words of local culture which are originally the Arabic words; Eid in Arabic means “celebration”. Eed (55, 74, 127, 128[6], 129[2], 131[2] & 191); Bakrid (191[2])

Fragrance
Attar was the only fragrance used at that time and it also represents culture because attar is made of pure flower extract and unlike modern scents no alcohol or preservatives are added. attar (38, 43, 163, 154 & 181)

Games
These are the two important games played by Delhi-ites. ‘Pachchisi’ is played by more than two persons in even numbers with “wooden pieces” and “seven conch shells for dice” (181). While ‘painch’ is the ‘battle of kites’ it is a part of kite-flying. pachchisi (181); painch (29 & 30)
Government
‘Sarkar’ means ‘government’ and ‘darbar’ means ‘king’s court’.
angrezi sarkar (136[2]); Darbar (105, 136); Coronation Darbar (139), Imitation Darbar (195)

Gender division
These are the two important distinctions; mardana is men’s part of the house while zenana is female’s part of the house, strangers were not allowed to enter in zenana. mardana (69, 131, 140, 153, 198, 215); zenana (39[2], 97, 153, 174, 186, 200, 213, 264, 266, 268)

Kinship terms
There is substitute for amma and ammi in English language i.e. “mother” but the word amma/ammi gives the reader a sense of belongingness.
amma (7, 56[3], 58, 63, 79, 80, 234, 255); ammi (221 & 255)

Marriage rituals
There is no substitute available for baddhi, mayun or vida and the reason for using these terms is to give a glimpse of the rituals performed in marriage ceremonies in East. baddhi (158 & 163); Dulhan (121 & 183); henna (27, 74, 76, 92, 93, 120); mayun (155); sehra (163[2] & 167); ubtana (161); vida (168, 169, 188)

Money/finance
The writer uses the local terms for money. Although, ‘lakh’ is called ‘lac’ in English but the use of ‘lakh’ intensifies the situation as it was considered such a huge amount in the past.
eight-anna (131); twelve annas (135); lakh (10); mohurs (135, 161, 254[6] & 257); pice (18, 19[2], 73, 98, 121, 124, 126, 128 & 232); rupees (34, 138, 161[3], 199[2], 153[2] & 268)

Modes of Transport: The common modes of transportation available to people in the past were ‘doli’ means ‘palanquin’ and ‘tonga’ means ‘horse-
cart’ and the writer deliberately uses these terms as these are an important part of Eastern society.

doli (43, 154, 174, 258, 269, 272, 273[3]); tonga (237)

**Music instruments**: The writer uses these terms because there are more near to Eastern culture. sarangis (73); sitar (205)

**Occupation/ profession**: Though, translation is available in English, but the writer deliberately uses these terms to introduce the readers to the local occupations.

bania (135, 136, 161, 176[4], 210[2], 231[2], 250, 263, 265); coolie (43); domnis (p. 155, 157, 163[3], 168[2], 169, 170, 172); faqir (46, 95[3], 120[2], 121, 122[4], 124, 125, 126, 200, 258); ghassals (232 & 273); hakims (46, 91, 226 & 264); kababi (78, 106, 135[2], 136, 208[2], 209, 210); kahars (43[2], 174, 272, 273); karkhandar (49 & 93); naibs (142); qawwals (41, 46[3], 47, 49, 50[2], 51, 53); Qazi (95); saqi (73[2]); shohdays (165); tonga- driver (237); vizir (254[4])

**Paralinguistic features**: Paralinguistic features of Urdu language are different from English. Aao, haa, koo are the sounds which are used by pigeon-flyers to call the pigeons back home. While, ain, hai and ooi are commonly used by the people in different situations.

Aao, Koo, Ha! (18); Aao, Aao (20 & 90); Ain, Ain (23); Haa, Koo (20); Koo, Haas (69); hai, hai (49, 59, 63, 97, 183, 188, 257); Ooi (11 & 155)

**Places**: There is no substitution for bazar while ‘mohallah’, ‘chowk’ and ‘serai’ have alternatives in English. ‘Mohallah’ means ‘locality’, ‘chowk’ is ‘round-about’ and ‘serai’ means ‘inn’ in English.

bazar (41[2], 90, 191, 196); caravan-serai (75); chowk (100, 214); mohallah (1, 6, 24, 31, 41, 91, 92, 178, 192 & 229); serai (135)

**Sacred places**: The writer uses the word Masjid instead of mosque because masjid gives a sense of duty and association which mosque can’t conveys.

Jama Masjid (18, 30, 95, 100, 103, 121[2], 122, 132, 134, 143[2], 145, 146 & 147)
Pseudonyms: The writer uses the pseudonyms of famous poets of Delhi. Bekhud (264, 265[4]); Daagh (116[4], 117[2]); Dard (241); Ghalib (241); Hafiz (25); Insha (241); Mir (116[2], 241); Saadi (p. 129); Saeel (116[2], 117[2], 166) Sauda (241) Zauq (116[2], 196, 241)

Religion (Islam): The reason for using religious terminology is to introduce his readers to Islamic culture.
Allah (63); Allah-o-akbar (130); Assalaam-alaikum (p. 93); azaan (17[3], 31, 34, 92[2], 97, 105, 118, 126[2], 190[2], 213, 232, 233, 241); Balal Habshi (92); Haq Allah Haq (45); Izrael (233); Kaaba (273); Koran (19, 81, 158, 165, 167, 192, 198, 221, 266 & 271); mazjoob (259[2]); meelad (81[2], 82); mehr (224 & 270); moazzin (30, 31, 34, 105 & 118); muzzalmans (8, 64, 92, 137, 138, 145, 146[3], 3 times- 147, 251, 252, 148, 149); Noor Naama (127); Mohammad (47, 81[3], 82); purdah (33, 160, 167, 215, 258, 264); Ramazan (126 & 127); Shabbarat (137); Sufis (41); Waalaikum-assalaam (93,194[2]); Ya Rasool Allah (158)

Religion (Hinduism): Asoka (145); Kauravs (4); Mahabharat (4); Pandavas (4); sacred Jamuna (230)

Slogans: The following Urdu slogans are used in the novel.
Allah-o-akbar (146); Bol gai My Lord Kukroo-koon, ... (249)

Superstitions: The author deliberately uses the word ‘jinn’ instead of ‘ghost’ because children are more afraid of jinn as stated in part I of the book.
jinn (51, 63[2], 64[3], 264, 265[5])

Titles: The word ‘Nawab’ means ‘duke’ in English while ‘Raja’ means ‘prince’, but the writer uses these Urdu titles to show their rank.
Nawab of Loharu (59); nawabs (144); Raja Yudishtra (4); rajahs (144)

Weather: Here, Ali uses the word ‘loo’ for ‘hot air’ which shows the intensity of summer season peculiar to East only.
loo (61, 83,98[2], 102, 200, 230)
**Weighing units:** The substitute for weighing units is available in English like ounces and grams but the author preferably uses the local terms.

chattanks (210); seer (161[2], 210, 268)

**Others:** Other Code-switched words are written are follows

bakshish (191); iqbal (195); kazzaq (187); kismet (45); maqta (117); mureed (122); paan-box (8); paan-case (27); sabeel (91); Yogi (205)

The most frequently used words are from semantic context out of which ‘mode of addressing’, ‘occupation’ and ‘religion’ are common in the novel. It is also interesting that the author uses the Urdu word “Begum” instead of “Mrs.” while addressing to a married woman. The word Begum comes in the novel 225 times for Begum Nihal, Begum Waheed, Begum Shahbaz, Begum Jamal, Begum Habib and Begum Kalim. Likewise, ‘jan’ in Babban Jan, ‘bai’ in Mushtari Bai, ‘mirza’ in Mirza Shahbaz Beg, ‘khwaja’ in Khwaja Ashraf Ali is also used several times in the novel. The writer uses religious terms like ‘azaan’, ‘moazzin’, ‘mussalmans’, azaan is the religious practice that is performed by a ‘moazzin’; person who calls the ‘mussalmans’; Muslims, to prayer, five times a day. The occupation is also mentioned, ‘bania’ is a person who runs a shop and also lend money to the people and ‘domnis’ are the professional singers who used to sing in marriage ceremonies. The data shows that most of the words have alternatives in English like addressing mode, flora, fauna, titles, occupation, money, modes of transport while religious terms, art forms and rituals can’t be translated into English. The writer highlighted the cultural value by using local terms.

**Loan Translation of Urdu proverbs and metaphors into English**

There are six Urdu proverbs are used in the novel by the author. One example of these is “When husband and wife are willing, what can the Qazi do?” (Ali 2007) (original: jb mian biwi razi, tou kya karay ga qazi?) It is a well-known saying in Urdu that when two parties are agreed on a point then the opinion of a third party lose its weight or when husband and wife are agreed then nobody can stop them. Some other examples include:

- “You have become the moon of Eed.”
  (Urdu: aap tou eid ka chaand ho gaye han).
- “A man remains young at sixty, and a woman grows old at twenty,”
Bilingualism in Pakistani Fiction

Self-Translation of verses

The writer uses many verses in the book. Every part of the novel begins with a poem/ghazal of some famous poets like Haifz, Mirza Ghalib, Mir Taqi Mir and Zaibun Nisa. As Delhi was famous for his “standard and most chaste Urdu” (Ali 2007). All these poems are translated by the writer himself because these were written in Urdu and no translation was done so far. Other than poems, the writer also translated the everyday verses of common people like street vendors or beggars etc.

- Dhum! Qalandar, God will give,
  Dhum! Qalandar, God alone;
  Milk and sugar, God will give’
  Dhum! Qalandar, God alone....

- With one twist I’ve cut thy kite,
  my darling boy....

- Sweeter than honey, two pice for a quarter.
  Eat these mulberries, cool and sweet.

- Here is Shah Maqbul,
  He will take a pice
  And a yard of tulle.
  Give today or tomorrow
  But must give on the day of Eed.

- O Delhi, ho Delhi,
  To hell with you Delhi,
o Some other verses are:

- This damned disease of piles is so inconvenient:
  It shoots an arrow of death at the fundament.
- How deadly this fever is,
  Everyone is dying of it.
  Men become lame with it
  And go out in dolis
  The hospitals are gay and bright,
  But sorry is men’s plight.

**Translation of Phrases**

The translation of typical Urdu verses is also done by the writer in the novel. The following verses are pointed out from the novel and their Urdu translation is also done.

- “You never see the time nor the opportunity....”
  (Urdu: *na aap waqt dekhtay han na moqa*)
- You illegally begotten ones,
  (Urdu: *haram zaday*)
- beaten-with-the-broom farangis
  (Urdu: *jharoo maro farangion ko*)
- good-as-dead farangis
  (Urdu: *mar janay farangi*)

**Phonological analysis**

The focus here is on spellings and pronunciation difference only. The writer uses the native pronunciation of words with spellings. He uses the word “Dilli” which is transcribed as /di’li/ in Urdu, while the English pronounce the word as ‘Delhi’ /’del.i/ (source: Cambridge Dictionary). It was Dilli before the siege of the city by British and became New Delhi later. Likewise, ‘George’ is pronounced as /dʒɔ:ʒ/ while in Urdu the word George is pronounced as “Jaraj” /dʒɔːrədʒ/ so the writer writes the Urdu pronunciation for ‘George’ because ‘Jaraj’ is pronounced by the milk-seller in the novel who is against English government, and has little knowledge of English language.
Similarly, the writer writes the Bengali accent of a doctor when he visits his patient and prescribes medicine. He said: “Bot there is naething, Babu ... He will gat vell soon”. which can be transcribed as /bot dəʊ iz ‘nəʊθɪŋ bɑːbʊ/ /hiː wil gət vel suːn/. Here, he is speaking English with a different accent and there is also difference in the pronunciation of words. The actual pronunciation is /bʌt dəʊ iz ‘nəʊθɪŋ bɑːbʊ/ /hiː wil get wel suːn/.

Addition of -s with Urdu words

Another notable thing is the addition of a morpheme ‘-s’ with Urdu singular words like farangis, kahars, molvis, etc. to make them plural. But this addition of a morpheme does not affect the grammar. For instance, it is written in the book, “... how the Farangis had turned all the Mussalmans out of the city”. Here, we can see that there is no change in the grammatical structure of the sentence. It follows S-V-O rule and the meaning is also clear to the reader that Farangis (Englishmen) occupied Delhi and mussalmans (Muslims) were turned out of their city. It can be said that the writer experimented with the language and gave it a new aromatic flavor.

The below table shows the words with which the morpheme -s is used.

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Table 1. Addition of -s with Urdu words
Addition of -ed

The writer adds -ed; past participle, with the Urdu verb ‘salaam’ means ‘to greet’ and it becomes “salaamed”. The writer experimented with the language by taking the lexicon of Urdu while the structure is of English.

Findings and Results

In this research, the code-switching is found in Ahmed Ali’s Twilight in Delhi. Out of 275 pages of the novel, there are app. 995 CS occurrences recorded in the book. These occurrences show the use of code-switching in the text. Some words do not have alternative in English that’s why they are written in Urdu while at various occasions the writer intentionally code-switched from English to Urdu. It is also found that CS does not affect the meaning nor grammar of English language.

The reason for the frequent use of Urdu expressions and lexicons is to preserve the essence of the native culture. Many of the words and phrases used in the novel carries socio-cultural connotations and their true meaning would be lost if they are replaced with English words. He also tries to guard the nativity by translating cultural proverbs & believes into English. He, actually, tries to shift the Orient ways into the language of the rulers because he wants to show the real image of his land, his people, his language, and desires to clear the distorted image of the East as portrayed by the intruders. He wants to own their language and choose English as a creative medium. By using code-switching as a tool, he wants to glorify the status of Urdu language which was once in Ali’s words “well-preserved, jealously guarded language” (Ali 2007). Ali also tries to experiment with the language and brings creativity, and in doing so, he applies English structure on Urdu terms and introduces a new vocabulary in English like salaamed or faqirs.

Conclusion

To conclude, Urdu lexicons are code-switched and embedded gracefully in the novel by the writer. By writing these local terms the writer is highlighting the importance of Urdu language in everyday use. As his age was the age of transition; when English was dominating other local languages due to colonization and became the language of prestige. Ahmad Ali challenges this notion in his work and he deliberately uses Urdu lexicons in his writing to show that language is no one’s
property neither someone's hegemony. By using code-switching, it is also clear that words from local language are used to fill the gap of cultural and philosophical ideas that are not found in English language. Also, one language cannot be justifiably translated into another language, it loses its texture. Due to code-switching, many of the English words have entered in Urdu and sometimes, it becomes nearly impossible to differentiate between the lexemes of two languages. Code-switching has become a norm in our society. We Pakistanis have owned and personalized English in such a way that it is no more the language of the rulers, but has become ours.
References


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