UNIVERSITY OF WAH
JOURNAL OF SOCIAL SCIENCES

EDITORIAL BOARD

Patron
Prof. Jameel - Un Nabi
Vice Chancellor

Editor-in-Chief
Prof. Nazir Hussain
Dean, Faculty of Social Sciences and Humanities

Editors
Dr. Wajiha Kanwal
Assistant Professor, Department of Education
Dr. Jamil Ahmad Sheikh
Lecturer, Department of Sociology

Associate Editor
Muneeba Riasat
Faculty of Social Sciences

Advisory Board

National

Prof. Anila Kamal
Vice Chancellor
Rawalpindi Women University, Rawalpindi

Prof. Sikandar Hayat
Dean Faculty of Social Sciences
FC University, Lahore

Prof. Muhammad Zaman
Chairman Department of Sociology
Quaid-i-Azam University, Islamabad

Prof. Aliya H. Khan
Former Dean Social Sciences
Quaid-i-Azam University, Islamabad

Prof. Amna Mahmood
Former Dean Faculty of Social Sciences
International Islamic University, Islamabad

Prof. Wasima Shahzad
Professor of English
Air University, Islamabad

Prof. Hidayat Khan Burki
Chairman Department of Sharia
Allama Iqbal Open University, Islamabad

International

Prof. Aslam Syed
Professor Emeritus of History
Bochum University, Germany

Dr. Muhammad Faizal bin A. Ghani
Associate Professor
University of Malaya, Malaysia

Prof. Ghazala Rehman
Chairperson Psychology
Redhill Surrey University, UK

Prof. Hanita Hasan
Chairperson, Language Academy
University of Technology, Malaysia

Dr. Seema Gul
Chairman, Department of Psychology
Prince Sultan University Riyadh, KSA

Dr. Muhammad Tahir Jan
Associate Professor
International Islamic University, Malaysia
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 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 policymakers, 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

Another issue of UWJSS is in your hands, which is filled with innovative ideas and critical thinking to generate constructive academic debate. We have been able to retain the HEC recognition in Y category for the period 2022-23, which manifests our standards and hard work. However, we still aspire to be flying high to mark our recognition internationally.

We have brought changes in the Editorial Board to make it more inclusive and reputed. The direction and input of esteemed members are the real essence of our success. The sustained patronage of vice chancellor and financial support of HEC are the backbone of our continuous upward strides. And the devotion of our editorial team is remarkably outstanding. We are grateful to our national and international reviewers for their valuable quality time to uphold the standards and reputation of UWJSS.

We have made sure that our contributing authors have worked hard to make their research worth publishing, yet scores of papers have not been able to find space due to rigorous blind review process and editorial discretion. However, we hope that these authors would continue to bring innovation, critical thinking and incorporate fast-changing academic landscape to mark their presence yet again.

The feedback of our valued readers; researchers, practitioners and policy makers, is always welcome to make the UWJSS more competitive and reputed. We wish to produce better and better publications.

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.

**Copyright:** All rights are reserved. No part of this journal may be reproduced or translated in any form or by any means without prior permission of UW journal publication authorities.

**Disclaimer:** The expressions in articles published by the UWJSS are specific to those of the authors and are not necessarily the opinions and reflections of the journal authorities, editorial board, advisory board, or the University of Wah. The publication is subject to the peer blind review by the subject specific reviewers. Neither University of Wah, nor the editorial board is responsible for errors or any concerns ensuing from the information provided in research articles, instead all the errors must be reported to the corresponding authors directly.
# UNIVERSITY OF WAH
## Journal of Social Sciences

<table>
<thead>
<tr>
<th>Volume 5, Issue 2, December 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Wah Journal of Social Sciences</td>
</tr>
<tr>
<td>Aim and Scope</td>
</tr>
<tr>
<td>Editorial</td>
</tr>
</tbody>
</table>
| **Educational Development as a Nurture: Theoretical Discussion**  
Dr. Mamonah Ambreen and Dr. Anwaar Mohyuddin | 1-13 |
| **Generation Gap Between Children and Parents: A Cause Study of Pashtun Community, Khyber District, KPK**  
Waqas A. Khan | 14-28 |
| **The Impact of In-Service Teacher Training Conducted by Japan International Cooperation Agency on the Performance of Science Teachers Working in Islamabad**  
Firdous Iqbal, Rahmat Ullah Bhatti and Muhammad Asghar Ali | 29-41 |
| **Transnational Engagements of Emigrants (UK) in Mirpur, AJK**  
Muhammad Siddique & Ilyas Bhatti | 42-56 |
| **Manifestation of Psychological Trauma in Broken Verses by Kamila Shamsie**  
Amat ur Rehman Tehreem, Maryam Raza and Muhammad Saleh Habib | 57-64 |
| **Non-Traditional Security Narrative and National Security Policy of Pakistan: Limitations and Policy Recommendations**  
Dr. Syed Qandil Abbas and Maheen Cheema | 65-75 |
Educational Development as a Nurture: Theoretical Discussion

Mamonah Ambreen
Lecturer, Allama Iqbal Open University, Islamabad
Email: mamonah@aiou.edu.pk

Anwaar Mohyuddin
Assistant Professor, Department of Anthropology, Quaid-i-Azam University, Islamabad
Email: unwaar@gmail.com

Abstract

This article deals with the educational development in the context of educational policies and different initiatives for the promotion of enrollment in the primary schools in Pakistan. Parents’ perspectives along with community point of view regarding the utility of formal education for economic and social development has been discussed in the study. With the passage of time, number of OOSC is increasing. The policies along with different small-scale initiatives are not able to motivate parents for the enrollment of their children in formal educational system rather than sending them for non-formal technical skills for economic benefits. The study highlights the parental authority over children’s educational choices influenced by the short term and immediate financial benefits. It also depicts that the people with lesser economic resources invest less on the education of their children because bulk of the resources are utilized on kitchen and other utilities. Spending on children’s formal education is the long-term investment, whereas informal-technical education is a short-term investment and brings the benefits early. Therefore, the people especially the poor population are motivated towards short-term investments and get financial benefits at the household level. So, the informal-technical education is preferred and getting popular in the area.

Keywords: Human Capital theory, Social Learning theory, OOSC, Educational System

Introduction

According to different reports of UN, UNESCO, South Asia is the most populous region in the world which has the highest number of out of school children (OOSC). Statistically, around the world 162 million children are under the category of primary school age children and 42 million of them are out of school in South Asia (UIS-UNESIF 2015). Among all countries, the highest number of OOSC
in primary school going age group is living in Pakistan. Approximately, here in Pakistan there are 20 million school-aged children, out of them 8 million are still out of school (UIS, 2005).

A report was established on the basis of data gathered by the National Institute of Population Studies (NIPS) and some of the previous trends jointly authorized by the Government of Pakistan and UNESCO stated that in the primary school going age (5-9 years) there are 3.8 million children living in Punjab province solely (Government of Punjab & UNESCO, 2010).

For exact number of education statistics number of international agencies are working to find out universal primary school age children (5-9) who are either enrolled in primary or secondary school (ISCE, 1997). The OOSC conceptualized as those children who are in primary school age, but they are not in school (UIS, 2005). According to UNICEF (2015), there is no universal definition for ‘out-of-school Children’ but a number of characteristics can refer it to the universality as:

- Children do not have school in their locality
- They are not enrolled due to certain reasons
- First, they enrolled but left school shortly
- Children enrolled in less equipped schools e.g., poor facilities, no teachers
- Drop out
- Get enrollment but did not attend school

The issue of out of school children (OOSC) remained a prevalent global problem, as evidenced around 14.3 million out of school children was living in East Asia and the Pacific regions. The global rise in such numbers suggested that progress in expanding the access to basic education was poor (UNESCO and UIS, 2015). According to the UNESCO (2016), all over the world there are 263 million children which is one-fifth of the global population at the primary school age are out of school. Globally around 63 million (24%) of the total children belongs to primary school age group which was 6-11 years old. There were 61 million (23%) of the adolescents which falls in lower secondary school age (12-14 years); remaining 139 million (53%) of the total children were youth which lays upper secondary school age which is approximately 15-17 years old. UIS (2018) report represented that 61 million children were out of school from primary school going age, from them 43%
children were expected never to enroll in school. 30 million from 61 million out of school children were living in Sub-Saharan Africa and particularly 8.7 million from them lived in Nigeria. Regionally there were two major reasons in Africa, access problem of the schools and localities, whereas in East Asia, drooping out from schools were the major reasons of out of school children (Burnett, 2017).

The total number in Pakistan has declined per year since 2012 up to 1 million (UNESCO, 2015), the number of OOSC was 26 million in 2014, the numbers were 25 million in 2015 and it remains 24 million in 2016. Report further states that (4 years old) 23.7% children attending pre-primary schools, 25.1% attending primary schools and 51.2% children do not enter either in pre-primary or primary schools. At primary level 6.5 million (34.4%) children are out of schools, from them 3.6 million are girls and 2.9 million boys. In back days (2000-2011) Pakistan was on third in number in the list of out of school children produced by UNESCO, the number of children who were in the age of primary school going was 6.9 million. According to the financial aid which was given by the international donors e.g., International Development Association (IDA) to eradicate the issue of OOSC; Pakistan was the second in row which got 1.5 billion USD from 2000-2012 timeframe which was 15% of the total funds given by World Bank for primary education.

Though policies and global initiatives are there but number of OOSC still increasing, lack of policies and measurement of the actual situation it is not possible to eradicate the issue. All the educational departments and ministries were working properly. In spite of putting a lot of efforts, the illiteracy was growing constantly due to lack of coordination in their jurisdiction. Theoretically, there is something which may be including during policy making e.g., the actual aim of the education, cognitive development and utility of the education for the promotion of future lives in respect of economic and cognitive development. Current study will try to identify and elaborate the social cognition with the help of two different theories ‘Human Capital Theory (HCT)’ and ‘Social Learning Theory (SLT)’ to find out the cognition of the natives and expected outcomes what they imagine from exiting educational policies

The Human Capital theory most of the time defined as the productive nature of human beings that could be any e.g., their labor work, skilled work or the knowledge which were utilized for betterment (OECD, 2001; Garibaldi, 2006). The theory suggested that the education increases the productivity and earnings of individuals; therefore, education is an investment in this regard. This investment can be analyzed into two ways, for the personal development and
growth of the country. According to the Kiker (1966) the human capital term has a long irregular history, however, the term was formally introduced in late 50s and the analytical development of the theory was done by the Chicago School of Economics. The term was criticized during its conceptual development till 20th century (Mill, 1909). The theory was developed by the Schultz (1959), as stated earlier the criticism upon the theory was due to its linkage with slavery. But surprisingly, the concept led him to the Nobel Prize in 1992. Moreover, the concept used in different fields and the education was one of them.

The Social Learning theory deals with the social learning and adaptation of behavior in a certain environment which was developed after observing and living in a certain community (Bandura, 1963). The theory also stated that learning is an on-going process with cognitive development which developed in given environment through interaction with community members, day to day activities and observing others even without any specific ideology (Bandura, 1971). People observed both phenomena, positive and negative but they go for those which provide them stability and rewards. The punishment and rewards remained the central point of behavioral change. Behavior adaptation always worked like the popular culture, when people get rewards from any particular personality trait other community members get motivated to opt that particular trait. Same in the case of punishable character, the offensive and punishable traits were vanishing with the passage of time no one opt them and they die their natural death (Bandura, 1963).

Social learning is operationalized by measuring the extent to which target behavior is taken up by an individual after exposure to the demonstration of that behavior in the modeler (the external factors which motivate individuals to act in a certain way). Because interaction among the individuals is obvious in social settings (Bandura, 1971) there is strong potential for social learning to occur.
Research Methodology

Generally, the data for the article were extracted from PhD research work. The area of the study was Noor Pur Shahan and Muslim Colony of Bari Imam Locality in Capital Territory. Ethnographic research methods were administered for the study and data were hauled out from in-depth interviews of the parents and the community members. Document analysis has been done to find out the working definition of the OOSC, inclusion of the children and missing links. After collection the data were analyzed and transcribed according to the application of ‘Human Capital’ and ‘Social Learning’ theory. The data was presented to identify the factors which influence the parents to send their children for skill-based education/learning other than formal educational development.

Results and Discussion

Education is considered the central point for human development. Formal education or technical skill is necessary for human development and in other words it improves the productivity and lifestyle as a whole. If we say, literate population is the most productive population, it won’t be wrong; education has the ability to construct new cognitive stock that is the latent function of education for the promotion of efficiency and productivity among the individuals in macro and micro labor market. Investment in human education, have greater significance over the investment on physical development (Psacharopoulos & Woodhall, 1997).

In the new era of globalization, physical development may not be as important as it was before due to technological advancement and the diverse productive patterns in human investment. Friedman (1955) extensively wrote about the importance of education in the new world, that education is the knowledge economy. In last, Smith (1976) constructed the basic essence for the human capital’s understanding. In previous two centuries there were two different schools of thought. In the first school of thought the capital was the knowledge and skills for the betterment of the society but according to the second school of thought human beings are the central point for human capital. Whereas, in the modern 21st century, all the human interactions at one point linked with economic affairs and self-interactions for benefits that is why individuals are more concerns and mobile entity of market.

HCT emphasized on the training and education as the essential and compulsory part of the new global economy. OECD claimed this change as the radical changes in private and Government sector in the response of globalization (1997). Some other scholars stated that educational advancement in the field of human related disciplines on equal basis around the world is the core component.
of globalization. OECD believed, this equal and universal educational at all sectors could be seen as the authoritative and one order development in the context of globalization; and claimed that such type of investment is for the market financial resources rather than for the commodification of necessities of life.

In this new world of technology, the nation’s development without considering physical and human capital at every stage is not possible. The present research study mainly focuses on the behavioral change/adaptation in the context of economic participation in household affairs generally and in the community particularly. Generally, human capital is concerned with the economic productivity and adaptation of educational and development policies for the betterment of the community and economic prosperity.

According to the Babalola (2003), there are three coherent points in favor of human capital such as:

1. Upcoming new generation must have the share of previous knowledge which was accommodated by their younger generation for better understanding,
2. Skill development and cognitive transformation of the new generation is more necessary than how they can use existing knowledge for production of new ideas and products, development of process and social services for the well-being and;
3. With the help of point two, encouragement for new ideas, and products are a must for the advanced level of commitment and professional personalities at large.

The Fagerlind and Saha (1997) also looked into this matter through another glance. They try to justify the investment in education as the token of development in underdeveloped and developed nations. Liberal and democratic evolution remains the part of theory in the west like it was assumed the return of investment in education in both micro and macro spheres of life.

Money and natural resources are the supporting factors for the development of human beings, but the central point is on human beings if they exploited natural resources for the betterment of the society as a whole it is more convenient and appreciate-able effort by them which leads them towards a developed and error free society which has all the possible social, economic and political stability towards national development.

In the development of Social Learning Theory, the work of Skinner (1963) was used. He proposed stimulus-response theories to understand the use of language
and development because all behavioral advancements come up after verbal interactions (Skinner, 1947), his behaviorist theories provide the basis for reconstruction of the theory. Chomsky (1959) stated that ‘human beings are somehow specially designed to’ understand and acquire language, ascribing a definite but unknown cognitive mechanism to it.’ He further added that stimulus- response theories were not able to account the language acquisition, this is a cognitive process which took hundreds of years. Tacking consideration of this process Bandura (1963, 1971) studied learning processes that occurred in interpersonal contexts and were not adequately explained by theories of operant conditioning or existing models of social learning (Bandura, 1971). Specifically, Bandura argued that ‘the weaknesses of learning approaches that discount the influence of social variables are nowhere more clearly revealed than in their treatment of the acquisition of novel responses’ (Bandura, 1963). Rotter proposed that adaptation of any personal trait is subjective on the basis of expectancy and value (Rotter, 1954). According to Bandura (1963), this could be fitted with only learning responses but misfit with those responses which is yet to be learned.

The basis of SLT, provided both cognitive and behavioral theories for a comprehensive approach to understand and learn the process of learning experiences and their adaptation in daily life circumstances. The theory was initially outlined by Bandura and Walters in 1963, but it mainly was functional in 1977. Some of the key points of the social learning theory were defined by as under:

1. The process of learning is not only behavioral; this is an on-going process which takes place in social settings.
2. This process starts when you observe others, as well as the rewards and punishment of such behaviors (vicarious reinforcement).
3. The process involves certain traits, first of all observation than extraction of information (either the information plays a positive or negative role in personalities were not included in this point) and now the phase of decision making, performance of observed and adaptation of new traits in the behaviors (observational learning or modeling).
4. Reinforcement plays a role in learning but is not entirely responsible for learning.
5. The learner is not a passive recipient of information. Cognition, environment, and behavior all mutually influence each other (reciprocal determinism).
In Human Capital theory the individuals were the central point of the theory who want to maximize their economic conditions. The theory also postulates that individuals invest in education and training in the hope of getting a higher income in the future. Father of two children shared that,

‘We, the parents wanted to see our sons prosperous in future and on good jobs. This is the wish of every father and mother. For girls in our family there is no culture of work outside the home’.

Another father said,

‘We have just completed our time, now this is the time of young generation. I wished to send two of my sons to Military Colleges, but they were not interested to serve the country. They all have their own dreams, two of them wanted to become doctors and the younger one wanted to become an engineer because such professions are well paid.’

Whenever asked respondents about the aspiration for the future of the children, the parents as well as the children said doctors, engineers, military personal and lawyers were the preference for future lives. As Blaug (1992) and Ambreen et al. (2022) have suggested, that these investments were not only for the sake of present enjoyment, but for financial and social returns in the future.

If we looked into the approach, this is closely linked to the individualism, which clearly states that the roots of all social patterns is found in the individuals behaviors. This understanding could confirm the assumption that human capital formation is typically undertaken by those individuals who seek to maximize their interests (Blaug, 1992). The theory defines both financial and social spheres of life.

Marginson (1989, 1993) find out that individual obtains information/skills for their betterment by the help of education and technical training, this is human capital. Such type of skills and knowledge may increase their workforce in work environment, and in return it benefited through higher salaries and wages. -

According to the respondents,

‘Education is good, but where you put your efforts for economic development, there is lack of job opportunities, in our area lot of boys wandering for job after completing their graduations which create always negative impact on the parents who send their children for education.’

Among the natives only 29% of the parents were educated in both the communities. The educational level varied from pre-primary to intermediate.
level. All the educated parents (mothers and fathers) had a better understanding and motivation to send their children to the schools. They knew that the education was important for the self as well as the county’s development. All school going children at least had one educated parent. According to a respondent, ‘We have spent our time, now our all intentions are for making our children good citizen and prosperous in their future lives and education is must in modern time. This is the way to interact with outside the country and communicate with other, there is a clear difference between educated and uneducated, educated individuals can get a job or not this is all about their fate, no one is responsible for that.’

In the ideal labor market, the productivity of labor counted on his/her personal capabilities and determine their significance in the market. There are many ways of investment among individuals for example some of them get vocational degrees, some go to higher education that mainly depends upon the market around them. Like in education of the individuals, the investment continues until it reaches the parallel stage of benefits (return benefits). Under this assumption, the theory strengthens the view that the education and training increase human capital which leads to higher productivity. That would surely help in economic development at micro and macro level, on this logic the correlation of education and training for the economic development of the individuals are promoted.

When the community members were asked about the role of education in poverty eluviation they said, ‘Education is necessary for social and economic development; without education no one can become the part of economic development. Nowadays, every business needs some extra skills which are mandatory for its growth, without education such skills could not be incorporated, and business could not grow.’

Another respondent stated about the link of education and poverty as, ‘Nowadays people are more concerned about the economic status of their families. Due to inflation and lack of opportunities for economic development, people only have one way of development which is education. If you want to develop you have to have an educated business-oriented mind which attracts new customers.’

The educated parents had a very clear understanding that education was the only way to excel. But on the other hand, children had their own personal cognitive development towards the education. Majority of the children did not want to spend time in schools for their bright futures. It was observed that lack of interest from the fathers’ side had developed a negative inclination towards education among the children who were also influenced by the community and friends.
For the development of any society, it is necessary to apply the human capital theory on the educational sector, it could be beneficial for the enhancement of production at greater level because in Pakistan we have a large number of labor force with diverse skills. Babalola (2003) shared in the finding that, educational development could be seen in the productive stability and skill enhancement of the laborers in the job market. However, investment of capital in education has some consideration as, Psacharopoulos and Woodhall (1997) shared that,

- It is the direct returns to capital investment, in terms of equal costs of resources and expected future returns;
- Indirect economic benefits by the skill and knowledge affecting other members of the society in both (positive or negative) ways;
- The demand for education in market along with other factors determining individual’s demand for education;
- The demographic and physical distribution of educational opportunities plays an important role;
- The distribution and redistribution of monetary returns and issues of education.

It is affirmed that education plays an important role for the nation’s development. To some extent educational investment have the greater significance by different scholars but majority of them believed that, without liberating individuals and giving them hope for a better future, development of anti-traditional personalities for the economic growth return back the equal share which was invested on education. This could be a great source of micro and macro development but without leaving the traditional thoughts it is not possible that is why education come-up with liberation and stimulation of new ideas and human commitment towards them.

Conclusion

It was evident that number of out of school children in Pakistan was alarming i.e., 58% in 2017-18. Particularly, there were no concrete but some evidence regarding the actual number of the out of school children have shared that various segment of low-earning areas still missing from list. Study also discussed the theoretical development that how people idealize the education, government’s facilities through social learning theory. The theory clearly states that, ‘human learn things/ideas/behaviors from their surroundings, they act the same as their community.’ Why parents send their children for economic activities rather than school enrollments, the question was critically analyzed through human capital theory which stated the actual measurement of the rewards in future on the basis of economic commodification of invested
potential, time and energies.

From HCT five concepts were borrowed to provide an understanding, how HCT worked in behavior modeling because it was all about investment of human beings for their livelihoods, as the wise decisions of the human engagement always come up with more sustainable benefits. As the parents shared that their understanding of education and future worries for their children had developed their behavior preferable towards children’s work rather than education. If government came up with some solid policies like provision of some aid or benefit in cash or kind for children, it could have been beneficial and may have increase the enrollment. It was also documented that economy was not the only reason for OOSC, parents’ personal education, economic class and household characteristics were adding fuel for short-term economic benefits rather than educational development of children.

Same has been observed in the case of SLT, six factors were identified which influence the behavior and develop idealized personalities who share common traits. Parents had the authority for selection and rejection of something for their children both sons and daughters in Pakistani society. Like in the case of Muslim Colony and Noor Pur areas, parents had the authority on their children. Parents had different personalities, choices for their children mainly dealt with the personal traits of parents e.g., educated parents sent their children to schools meanwhile parents without having any formal education focused on the economic participation of children and they correlated education with economic participation of children in household affairs. Parents had a responsibility to take care of the family, so they acted wisely as per their personal understanding. Human beings learnt the things from their surroundings. They were also influenced by their economic classes. It was documented by different scholars that people feel comfortable and develop friendships with those who share equal economic conditions, so, people get influenced. Such social influences forced parents to act according to the social normative structure which shared equal/common interests for personal and social development of families. That’s why, community and surrounding always played an important role for personality development and to opt new choices for socio-economic development. It was evident that various factors play an important role for influencing parents’ choices from formal education to the technical informal skilled based education for early/short returns of their energies and investments.

References


Role of Japan international cooperation agency for the development of science education in Pakistan, (Unpublished M. Phil Thesis). Islamabad: Department of Teacher Education, Faculty of Education, AIOU, Pakistan.
The Impact of In-Service Teacher Training Conducted by Japan International Cooperation Agency on the Performance of Science Teachers Working in Islamabad

Firdous Iqbal
Allama Iqbal Open University
Islamabad
Email: firdous.iqbal66@gmail.com

Rahmat Ullah Bhatti
Assistant Professor, Faculty of Education Allama Iqbal Open University Islamabad.
Email: rehmat.ullah@aiou.edu.pk

Muhammad Asghar Ali
Assistant Professor, Department of Education, Women University of AJ&K
Bagh
Email: aamasgharali@gmail.com

Abstract

The present study has been designed to investigate the impact of in-service teacher training provided by Japan International Cooperation Agency (JICA) on the performance of science teachers. It has been conducted in the public sector schools run by Federal Directorate of Education in Islamabad capital territory. Science teachers who were trained by JICA and those who were untrained by JICA comprised the population of the present study. The sample size consisted of 90 JICA trained science teachers (45 urban, 45 rural; 41 male, 49 female) and 90 science teachers untrained by JICA (45 urban, 45 rural; 41 male, 49 female). Research instrument used was a questionnaire. The questions were developed in the light of the seven final indicators for the dimension of the performance taken from JICA report on student centered inquiry based (SCIB) in Pakistan, 2012. Science teachers’ questionnaire consisted of 38 close ended questions. Pilot testing was done to determine the validity of the research instruments. Coefficient of alpha reliability for validated questionnaire had a value of .94 for science teachers. Data was collected, analyzed by mean, standard deviation, percentage and t-test. The study concluded that JICA trained science teachers perform better when compared with untrained JICA science teachers. The study recommends that such trainings may be conducted for all science teachers and at regular intervals to familiarize teachers with concepts and to make them skilled with inquiry-based method of teachings.

Keywords: In-service training, JICA, Performance, Science Teachers, Inquiry–based
Introduction

The key elements for the improvement of education are teachers and their effective teaching (Sanmons & Bakkam 2013). Guskey (2002) and Sarwar (2010) emphasized that central component for improving education is good quality professional development. These processes are systemic efforts to bring changes in beliefs, attitudes, and classroom practices of educators and academic achievements of students. Memon (2007) stated that professional improvement is an unceasing and alive process. It can be used to improve knowledge, experience and pedagogy of teachers. Nelson (1993) states as cited in Mehmood (2008, p.35) that continuous training of professional staff is much needed for three reasons. First reason is that educators and administrators can be kept aware of changes that are taking place in the content, theory and practice of instructional methods. Second reason is that those teachers who are new in the teaching field or who are new in an institution all needed much assistance. Third reason is that teachers and other professionals in education may have improper background preparation and in-service training may help to overcome such deficiencies.

Therefore, in-service training is a very important component of educational process for the professional development of educators. Through training teachers learn latest information and reinforce this knowledge and skills, and they get a chance of sharing new options that can improve their efficiency at work. Effective training can convey information to teacher; it can help them develop behaviors and skills that they can practice at their institutions. Focus of all teacher trainings is to strengthen their professional excellence.

Like other fields, lifelong learning has become very valuable in the field of education. As teachers are very important members of the education process, they need to develop themselves throughout their service. Teacher qualifications and skills can not only be developed by pre-service training rather it can be developed through the integration of pre-service and in-service training. Teacher training is usually a sequence of programs for teachers to support their development. These programs are planned situations which help teachers to provide themselves with latest knowledge and skills. In-service training in the modern world plays a pivotal and crucial role for the improvement of teaching. The purpose of in-service training is not to enhance the competency of individuals only, but the aim is to transform the quality of teaching practice and
ultimately school. In-service teacher training improves the overall performance of teachers. As stated by Sharif (1960), in-service training includes all learning experiences, activities and teaching techniques which are designed to increase professional abilities of teachers.

Role of in-service training has increased nowadays. In today’s world it plays a vital role in refining quality of education. Teacher’s role has also gained much importance in modern world. It is believed now that teacher play a critical role in teaching learning process, and it should be measured by using different techniques. There are many indicators which define good teacher and there are many indicators which determine performance of a teacher. These indicators indirectly measure the impact of a training program. All indicators have some standards regarding knowledge and skill of teachers. These capacities can be built up through in-service training. Pintrich & Schunk (2002) remark that trained teachers of an institution can develop their goals of teaching and they can develop plans for achieving those goals. According to Bockerts, Pitrich and Zeinder (2000), successful teachers use different strategies for helping students. Training work as an agent which improves the attributes of a teacher’s broadness, his/her vision and redefines his/her role.

Therefore, the present study provides a platform for both Federal Directorate of Education and Japan International Cooperation Agency to reshape the new programs in the light of present study. It helps other donor agencies to compare their impact of their trainings with these ones. It also benefits future researchers.

**Literature Review**

In the opinion of Kazmi, Pervez and Mumtaz (2011), in-service training of teachers makes them more logical and systematic in their teaching. Johnson and Sloat (2006), states that in-service teacher training has a positive effect on the behaviors of teachers. Frederick, & Stephen, (2010) found that in-service training helps teachers to master the content areas of their respective subjects, to evaluation techniques and to acquire new management skills.

Samupwa (2008) conducted a study to view the effects of in-service training on the administrative skills of teachers and their behavior in the classroom. Results of his study showed that both classroom behavior of teachers and their administrative work had a significant change after that training. Farhana et al
(2012) conducted a research study to view the influence of in-service teacher training on the performance of teachers. Their work showed that a significant difference was found in the responses of teachers before and after training. Jhonson and Sloat (2006) also conducted a research study. They found that positive behavior of teachers significantly increased at the end of training. Naveed et al (2013) conducted a study to view the impact of training on teaching methodology and research skills. Their study revealed that training program enhanced the professional skills of teachers. Mshila and Rhoda (2013) conducted a study on the impact of in-service training on the performance of teachers. Their study revealed that in-service training had a positive effect on the performance of teachers.

Many such studies show that professional development courses and in-service trainings enhance instructional skills and the content knowledge of teachers (Buczynski & Hansen, 2010; McDermott & DeWater, 2000; Stein et al., 1999; Loucks-Horsley et al., 1998; John Somers & Eva Sikorova, 2006; Carpenter, 1989; Griffin, 1986; Coladaric, 1984). Study of Ekpo et al (2013), revealed that teachers who attend in-service training programs show better performance in their work regarding skills, knowledge of subject, teaching methods, evaluation of students and classroom management.

Alabi and Ige (2014), suggested that in-service education of teachers is needed because to handle the issues of admission demands, to improve curriculum, to handle the issues of unqualified teachers and to handle the poor performance of students in exams, to address the degrading quality of teaching. Oztaskin (2010) studied 200 social studies teachers to investigate their in-service training records. She reported that teachers needed in-service training for using materials, activity development, material development and on contemporary issues in their respective subjects. Khattak & Abbasi (2010) had a contradictory view. Their study revealed that in-service training is ineffective because trainees do not find proper resources at their workplaces, so they are unable to utilize it properly. Their study emphasized that proper facilities may be provided to trainees for implementing their training course learning.

In Pakistan, new General science curriculum of 2006 is a very important measure taken by government to enhance the quality of science education. Science education is extremely important not only for individuals but also for the nation. It trains the minds of students to think. Its basic objective is to make individuals aware of realities of life, help in discovering hidden facts and provide them with
skills to transform their ideas into realities. Responsibilities of science teachers are undoubtedly more than traditional thinking. He/she has to be prepared with qualities of mastery of subject matter, professional skills, and dedication to his/her profession. Thinking pattern of science teachers definitely affects the level of achievement. Improvement in the perception of teachers of their role enhances their quality of teaching.

The curriculum of 2006 for General science is student-centered and inquiry based (SCIB) learning. Being unfamiliar with the SCIB concept most of the teachers find it difficult to equip themselves with modern instructional skills recommended in curriculum. Therefore, many in-service trainings are conducted by Federal Directorate of Education Islamabad. Some trainings are sponsored by Canadian International Development Authority (CIDA), some by USAID, and some by Japan International Cooperation Authority (JICA). JICA is sponsoring many projects in Pakistan in the fields of education. The most important of these projects is promotion of students-centered and inquiry-based (SCIB) science education. The project was launched in 2009 on the request of the ministry of education of Pakistan to JICA. JICA dispatched its senior volunteers. The basic objective was to promote student centered inquiry based science education. Overall goal of the program was to prepare effective teacher training model for science teachers for SCIB.

In SCIB, teaching plans for science subjects are developed by Pakistani teachers under the supervision of JICA trainers. These teachers are nominated by education departments of all provinces. Workshops and seminars are conducted to train teachers, who later on train teachers in their areas. For the follow up training in pilot areas a “lesson study” is employed. Lesson with low cost or no cost material is the basic theme of all training by JICA. Teaching through Easily Available Materials (TEAM) is also included in training. As Pakistan is a developing country, many schools in far-flung areas are not properly equipped with experimental materials. Training by JICA meets the needs of teachers in Pakistan. They can very well learn to utilize low cost and easily available materials in their surroundings to perform their experiments, and to make their lessons effective. Federal Directorate of Education Islamabad has conducted many in-service trainings through JICA to improve the standard of teaching and to change the perception of the teachers positively about the qualities of a good teacher. Keeping this in view, the researcher intended to evaluate the performance of science teachers working under federal directorate of education.
and was trained by Japan International Cooperation Agency (JICA).

**Research Methodology**
The nature of the study was survey; quantitative methods were used in this research. JICA trained science teachers were compared with untrained JICA. The study was conducted in Islamabad model schools run by Federal Directorate of Education Islamabad.

**Population**
Population of the present study was one thousand eight hundred and sixty three science teachers. One hundred science teachers were trained by JICA in Islamabad while one thousand seven hundred and sixty three untrained JICA.

<table>
<thead>
<tr>
<th>Table 1: Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islamabad model secondary schools</td>
</tr>
<tr>
<td>164</td>
</tr>
</tbody>
</table>

**Sample of the Research**
Those institutions were selected where JICA trained teachers were working. In Islamabad model schools, JICA trained 90 science teachers were available. They were selected as sample, 90 science teachers which were untrained JICA were selected through random sampling technique.

<table>
<thead>
<tr>
<th>Table 2: Detail of Science teachers’ sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locality</td>
</tr>
<tr>
<td>Gender</td>
</tr>
<tr>
<td>Science Teachers (Trained by JICA)</td>
</tr>
<tr>
<td>Science Teachers (untrained JICA)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

Table 2 indicates that:
- 90 Science Teachers trained by JICA (all available) were selected which comprised of 16 male, 29 female from urban; 25 male and 20 female from rural area.
- 90 Science Teachers which were untrained (JICA) were selected randomly from the schools which comprised of 16 male, 29 female from urban; 25 male and 20 female from rural area.
Tool of Research
A self-developed questionnaire was used for science teachers. Questionnaire was designed on five point rating scale i.e. 5 = Always, 4 = Often, 3 = Sometimes, 2 = Rarely and 1 = Never. The questions were developed in the light of the seven final indicators for the dimension of the Performance taken from JICA (2012) report. Final version of the tool was developed after pilot testing.

Validity and Reliability
Three experts checked the validity of the questionnaire. To calculate the reliability of the tool Cronbach’s alpha reliability test was used. On the rating scale of the science teachers (all having 7 indicators of the Performance) the Coefficient of Alpha Reliability α was .94. As the value was above .70, it was acceptable.

Data Collection
Respective schools were personally visited by the researcher for collection of data. After data collection, it was entered in Statistical Package for Social Sciences program of computer. Data was interpreted. Standard deviation, percentage and mean were calculated for each variable. Significance difference between mean score values of the responses was tested by applying t-test at 0.05.

Data Analysis and Interpretation

<table>
<thead>
<tr>
<th>Dimension of Performance</th>
<th>Science Teacher</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Mean Difference</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson planning &amp; preparation</td>
<td>Trained by JICA</td>
<td>90</td>
<td>28.10</td>
<td>1.60</td>
<td>7.08</td>
<td>2.03</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Untrained (JICA)</td>
<td>90</td>
<td>26.06</td>
<td>2.20</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3 shows that there exists a significant difference between opinions of science teachers trained by JICA and untrained (JICA) regarding lesson planning & preparation. Science teachers trained by JICA favored lesson planning & preparation. The mean difference between the two is 2.03 which is a significant difference statistically as p-value .000 < .05.
Table 4: Comparison of science teachers’ opinion scores on designing & using student centered activities subscale of their performance scale for teachers trained by JICA and untrained teachers.

<table>
<thead>
<tr>
<th>Dimension of Performance</th>
<th>Science Teacher</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Mean Difference</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing &amp; using student centered Activities</td>
<td>Trained by JICA</td>
<td>90</td>
<td>20.31</td>
<td>2.17</td>
<td>4.97</td>
<td>1.60</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>Untrained (JICA)</td>
<td>90</td>
<td>18.71</td>
<td>2.13</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 shows that there exists a significant difference between opinions of science teachers trained by JICA and untrained (JICA) regarding designing and using student centered activities. Science teachers trained by JICA favored designing and using student centered activities. The mean difference between the two is 1.60 which is a significant difference statistically as p-value .000 < .05.

Table 5: Comparison of science teachers’ opinion scores on designing & using questions subscale of their performance scale for teachers trained by JICA and untrained teachers.

<table>
<thead>
<tr>
<th>Dimension of Performance</th>
<th>Science Teacher</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Mean Difference</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing &amp; using questions</td>
<td>Trained by JICA</td>
<td>90</td>
<td>11.58</td>
<td>1.43</td>
<td>-0.15</td>
<td>-0.03</td>
<td>.874</td>
</tr>
<tr>
<td></td>
<td>Untrained (JICA)</td>
<td>90</td>
<td>11.62</td>
<td>1.37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5 shows that there exists no significant difference between opinions of science teachers trained by JICA and untrained (JICA) regarding designing and using inquiry based questions. Both have equal preference for designing and using inquiry based questions. The mean difference between the two is -0.03 which is not significant difference statistically as p-value .874 > .05.

Table 6: Comparison of science teachers’ opinion scores on Students’ participation subscale of their performance scale for teachers trained by JICA and untrained teachers.
Table 6 shows that there exists a significant difference of opinions between science teachers trained by JICA and untrained (JICA) regarding students’ participation in activities. Science teachers trained by JICA favored students’ participation in activities. The mean difference between the two is 0.67 which is a significant difference statistically as p-value .022<.05.

Table 7: Comparison of science teachers’ opinion scores on preparation of materials subscale of their performance scale for teachers trained by JICA and untrained teachers.

Table 7 shows that a significant difference of opinions exists between science teachers trained by JICA and untrained (JICA) regarding preparation of materials. Science teachers trained by JICA favored preparation of materials. The mean difference between the two is 4.32 which is a significant difference statistically as p-value .000 < .05.

Table 8: Comparison of science teachers’ opinion scores on inquiry based attitude development subscale of their performance scale for teachers trained by JICA and untrained teachers.

Table 8 shows that there exists a significant difference of opinions between science teachers trained by JICA and untrained (JICA) regarding inquiry based attitude development. Science teachers trained by JICA favored inquiry based attitude development. The mean difference between the two is 0.04 which is not a significant difference statistically as p-value .938.
Table 8 shows that there exists no significant difference of opinions between science teachers trained by JICA and untrained (JICA) regarding inquiry based attitude development. Science teachers trained by JICA and untrained (JICA) have equal preference regarding inquiry based attitude development. The mean difference between the two is 0.03 which is not significant difference statistically as p-value .938>.05.

Table 9: Comparison of science teachers’ opinion scores on Assessment subscale of their performance scale for teachers trained by JICA and untrained teachers.

<table>
<thead>
<tr>
<th>Dimension of Performance</th>
<th>Science Teacher</th>
<th>N</th>
<th>M</th>
<th>SD</th>
<th>t</th>
<th>Mean Difference</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment</td>
<td>Trained by JICA</td>
<td>90</td>
<td>15.83</td>
<td>1.10</td>
<td>0.60</td>
<td>0.11</td>
<td>.543</td>
</tr>
<tr>
<td></td>
<td>Untrained (JICA)</td>
<td>90</td>
<td>15.72</td>
<td>1.33</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 9 shows that there exists no significant difference of opinions between science teachers trained by JICA and untrained (JICA) regarding assessment. Science teachers trained by JICA and untrained (JICA) have equal preference regarding assessment. The mean difference between the two is 0.11 which is not significant difference statistically as p-value .543>.05.

Discussion

Finding of the present study show that JICA trained teachers show better performance. These findings are supported by the findings of another study conducted by Angrist & Lavy (2001), who studied the impact of in-service teacher training on the performance of teachers and found a positive relationship between both. Hussain (2004) also found that in-service trained teachers performed better than those who did not receive such training. Kazmi, Mumtaz & Pervez (2011), found that in-service teachers training makes teacher more logical and systematic in their teaching style.

Yadav, B. & Bhardwaj, P. (2013), studied the Impact of In-service teacher
training on classroom transactions. Their findings state that teacher gained more skill to handle classroom issues and clarity and confidence in their interactions within classroom. Kayani, Azhar, Morris and Kayani (2011), suggested that rigorous in-service teacher training can significantly enhance the capacities of teachers and their professional development. Spafford, Goody, and Jacob (2002) have also concluded after their study that training either short term or long term have positive impact on the overall classroom performance of teachers. Shaikh, Junejo, and Goopang (2008), after their research work concluded that teacher training was helpful for developing professional skills and teaching performance of teachers.

Participation in student centered activities is the area where few respondents declared JICA trained science teachers better. JICA trained teachers deal large number of students in a period of forty-five minutes. Participation of all students is difficult to be ensured. In the same way development of inquiry-based attitude is the area where JICA trained teachers showed very few significant differences. Packed schedule, large size classes are few reasons which can be seen in the same context. No significant difference in the area of assessment has been reported between JICA trained science teachers and not JICA trained science teachers. This examination system is based on the evaluation of knowledge domain of educational objectives. So, they do not focus on the assessment of other domains of educational objectives. The present study also indicates that all science teachers require further in-service training. Amna et al (2016), concluded that science teachers need in-service training to widen their knowledge and to acquire more skills.

Conclusions

The conclusions of the present study are as follows:

1. Science teachers trained by JICA show better performance in lesson planning & preparation designing and using student centered activities
2. Students’ participation in activities
3. Preparation of materials
4. While Science teachers trained by JICA and untrained (JICA) show equal performance regarding:
5. Designing and using inquiry-based questions
6. Inquiry based attitude development
7. Assessment

Recommendations

1. As JICA trained teachers show better performance, it is recommended that such trainings may be conducted for all science teachers at regular intervals.

2. The results of the present study showed impacts of in-service training on the performance of science teachers in public schools. Such studies may be carried out in private sector to investigate their training system and its impact.

3. Research may further be conducted on science teachers at primary school level to assess the impact of in-service training on their performance proposing measures to improve the performance further.

4. The study included only one type of tool i.e. questionnaire. Further study may also be conducted using observations, interviews or experiments to get a better view of impact.

References


Teaching and Teacher Education, 26, 599-607.


University of Wah Journal of Social Sciences Volume 5, Issue 2, December 2022, pp. 14-28
JICA (2012). Final report on promotion of student centered and inquiry based science education in Pakistan, Japan international cooperation agency KRI international corp.


Ministry of Interior and Japan International Cooperation Agency


West District


Oztaskin, O. B. (2010). Identifying the in-service training needs of the social studies teachers within the context of lifelong learning. Procedia Social and Behavioral Sciences, 2, 3036-3042.


Yadav, B. & Bhardwaj, P. (2013). Impact of In-service Teacher Education Programmes on Class Room Transactions. Educationia Confab, 2(6)
Generation Gap Between Children and Parents
A Case Study of Pashtun Community Khyber District, KPK

Waqas A. Khan
PhD Scholar, Center for International Cooperation in Education
Hiroshima University, Japan
wacaskhan@gmail.com

Abstract
The study has been conducted in the FATA area of Khyber, now a newly combined district in Pakistan’s Khyber Pakhtunkhwa region. Before 2018, when Khyber Pakhtunkhwa and FATA were combined, it was a department of the Federally Administered Tribal Areas. It extends all the way from Peshawar to the Tirah valley. In Pakistan’s evolving society, the generation gap between parents and children could be a significant and contentious negative. It has to do with people’s or elders’ divergent perspectives, deeds, convictions, and ideas as well as politics, close proximity, modern technologies, cultural shifts, and communication. It also makes references to disagreements, paradoxes, and conflicts in a number of other contexts. The current study set out to investigate the causes and consequences of the generational rift in the Pashtun community. 400 randomly chosen samples from the present population were chosen using a quantitative analytic method, and data were collected using a well-designed form. Cronbach’s Alpha for the data is 0.932. SPSS has been utilized to examine the data for victimization. The outcomes were listed along with a distribution table and kind. The results show relationships between a number of variables, including technological advancement, way of life, behavior, social norms, communication gaps, state, poverty, socioeconomic status, and religiosity, that were statistically significant (0.05). Although, it frequently can be reduced by compassion, love, understanding, giving, and other deeds of kindness, the generation difference is a challenge that both adults and children must deal with.

Keywords: Generation Gap of Parents and Children, Actions, Beliefs, Values, Politics, Proximity

Introduction
In Pakistan’s recently combined KP and Khyber areas, the generation gap is a pressing and difficult problem for the developing community. Differences in attitude, behavior, values, ethics, correspondence, proximity, modern innovation,
social shifts, and communication between younger and older generations (Martens, 2016).

In this case, the supplementary definition is different from the original definition of 4 generations because it talks about ownership of data rather than a relationship to data. According to (Crindle, 2006), the innovation could be divided into five groups based primarily on the year of birth: the Conventional and Quiet Generation (Before 1946), Children of Post-War America (1946–1964), Generation X (1965–1979), Millennial Generation Y (1980–1994), and Generation Z, which includes all of the designers (1995–2009) as shown by (Freire et al., 2020). Beliefs, practices, and progress may vary through time. A generational need and a method that is consistent across time are what create an opening for innovation. It might become the norm to change these to fit a representative’s or employee’s job or career stage (Martens, 2016).

In the 1960s, the younger generation, now known as the children of post-war America, showed a big difference in what they believed and how they saw their people in everyday life. This showed that there was a humanistic design to the generation gap (Hämäläinen & Tanskanen, 2019). Several studies since then have concluded that the mental separation of people is a major component of disengaging generations; that is, you may normally witness either no contact or contact barriers over time (Beaujouan & Solaz, 2019). This divide used to be visible at generational gaps of ten years or more; now, however, we can detect it even at gaps of three years or less. As a matter of fact, the complexities caused by issues like poor communication, inappropriate use of gift-giving technologies, and social barriers have broken down even the possibility of the belief that this is a difficult link to break. A review of the extensive research into the generation gap reveals that there are various beliefs about how big the chasm really is. According to several assessments, there appears to be an overwhelming chasm in competence between the sexes. Discoveries from numerous fields point to a lack of significant distinctions between these time periods. What is informed is only a small part of timeless truths that can be applied to any generation. Diverse pieces of data unambiguously attest to the fact that there are generational disparities (Beaujouan & Solaz, 2019). As a result, we can see that there are studies that are critical of the generation gap as well as others that are complimentary of it. According to limited analyses, character emergencies are explained by person contrasts, but the blurring
of traditional links is explained by faith, education, or culture (Vaizey, 2011).

It is widely acknowledged that global issues are linked to the generational divide in the generation of information and communication technologies (ICTs). Focus groups say that generation gaps could be a problem for the development of native spaces through the use of ICTs because if adults and children went to events in native spaces, it would be impossible for them to be there at the same time (Vaizey, 2011). Although analysts have also found non-heritable gains from intergenerational contacts due to technology developments, such as the commoditization of information and heightened awareness of interpersonal interactions. A generation is described as "a recognized gathering that shares birth between the years, generation, and tough daily living circumstances at crucial developmental stages (Vaizey, 2011).

Furthermore, "discussions of members from completely different generations and affiliations between them" are how intergenerational ties are defined. According to Herring’s 2008 research, 77 young people use the internet. Younger generations continue to be more open to information and communication technology and appear to have similar traits to older generations from different parts of the world. Numerous tests are conducted to determine the gaps between generations in order to best understand the characteristics, character traits, and assumptions of young people in these economies (Freire et al., 2018). The younger generations in Pakistan also had to deal with a range of issues that were directly related to their future, such as unemployment, poverty, political unrest, social diversity, and technological advancement (Nelson, 2016). Sadly, the current administration’s lack of planning and irresponsibility lead to prolonged periods of unemployment that weaken people of younger generations (Holm et al., 2022).

Therefore, this article aims to identify the factors that led to and affected the generation gap that has existed in the Pashtun population during the past five years (Jan 2017-Jan 2022). The present article was written in a battle-torn area of Pakistan’s Khyber Pakhtunkhwa Territory along the border with Afghanistan. It was recently combined there. The elements behind the generation gap are:

To find the present-day innovation, conduct, character attributes and way
of life.
- To find the customary worth frameworks, normal practices, joblessness, destitution, unfortunate relational abilities, and legalism
- To find the conventional esteem frameworks and normal practices (among generations)
- To find social orders

**Study Approach**

The current review will intend to break down the causes and results of the generation gap among the Pashtun ethnicity of newly merged district Khyber (past Khyber generationncy). A quantitative exploration technique will be utilized to choose 100 examples of the ongoing population and gather information through all around planned poll. The legitimacy and dependability of the poll will assess and analyze by 20 PhD researchers from various colleges/university in KP.

**Statistical Tools**

The Cronbach’s Alpha test will be found out from the information which is a measure of internal consistency that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. The information will be seen and dissected utilizing SPSS. The outcomes will be displayed as a one-way ANOVA and a recurrence conveyance table. One-way analysis of variance is a technique that can be used to compare whether two samples’ means are significantly different or not.

**Result and Data Analysis**

The current approach to research involves conversing with individuals to get a better sense of how they feel about the generational divide between their parents and their kids. According to the study’s method, the size of the sample was based on how often mistreatment happened.

The Taro Yamane methodology for sample size calculation have been used which was developed by the statistician Tara Yamane in 1967 to work out the sample size from a given population. Considered a variant of purposive sampling, population sampling involves selecting a specific subset of a population to examine (e.g.,
certain qualities, experience, knowledge, abilities, exposure to generation gaps between parents and children, etc.). Study in a testing procedure known as “Probability sampling,” choose tests from a larger population using a method based on the likely hypothesis. This inspecting approach takes into account every member of the population and arranges tests based on a good cycle.

The mathematical illustration for the Taro Yamane method:

\[ n = \frac{N}{1+N(e)^2} \]

Where: \( n \) signifies the sample size. A ninety fifth confidence level and \( .05\% \) margin of error. The full population of this study is \( 984,246 \) individuals from District Khyber were considered in line with the population census of 2017.

\[ n = \frac{984,246}{1+984,246(.05)^2} \]
\[ n = \frac{984,246}{1+984,246(0.5)^2} \]
\[ n = \frac{984,246}{1+984,246 (0.002500000005)} \]

\[ n = 984,246 / 2461 \]
\[ = 400 \]

**Table 1: Generation**

<table>
<thead>
<tr>
<th>Generation category</th>
<th>Frequency</th>
<th>Percent generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-25</td>
<td>160</td>
<td>40</td>
</tr>
<tr>
<td>25-35</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>35-45</td>
<td>40</td>
<td>10</td>
</tr>
<tr>
<td>45-55</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>55-65</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td></td>
<td>38</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Cronbach's alpha quantifies the degree of interrelationship present in a set of data. It's used as a measurement of how trustworthy a scale is. It’s possible that the measure is multidimensional even if alpha is quite large.

**Table 2: Questionnaire (Validity and Reliability through Cronbach’s Alpha)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions</th>
<th>Cronbach’s Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social class, religion, and intellectual capacity</td>
<td>0.732</td>
</tr>
<tr>
<td>2</td>
<td>Poverty</td>
<td>0.191</td>
</tr>
<tr>
<td>3</td>
<td>communication problems</td>
<td>0.631</td>
</tr>
<tr>
<td>4</td>
<td>Technology sciences ethics</td>
<td>0.891</td>
</tr>
<tr>
<td>5</td>
<td>Communication gap with elders</td>
<td>0.917</td>
</tr>
<tr>
<td>6</td>
<td>social customs and beliefs that are traditional</td>
<td>0.67</td>
</tr>
<tr>
<td>7</td>
<td>Unemployment</td>
<td>0.98</td>
</tr>
<tr>
<td>8</td>
<td>Self-associations</td>
<td>0.76</td>
</tr>
<tr>
<td>9</td>
<td>Socio-economic status</td>
<td>0.932</td>
</tr>
<tr>
<td>10</td>
<td>Religion and level of understanding</td>
<td>0.95</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

Pivot Table 2 demonstrates the survey’s credibility and validity. Cronbach’s Alpha indicates a 95% confidence interval of.932 for the above 10-question survey’s
reliability. Therefore, it demonstrates how expertly the data and questionnaire were analyzed (Nelson, 2016). Cronbach’s alpha is a popular reliability indicator used in the behavioral and social sciences. Cronbach's Alpha is the standard for calculating the reliability of survey and test items (on average). Internal consistency and reliability can be assessed using Cronbach's alpha.

**Table 3: Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percent generation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>298</td>
<td>74.500</td>
</tr>
<tr>
<td>Female</td>
<td>102</td>
<td>25.500</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100.00</td>
</tr>
</tbody>
</table>

**Graph 2**

The following table 3 of the study displays the responses from all respondents broken down by gender. Men accounted for nearly three-quarters (74.5%) of those who responded, while women made up just over a quarter (25.5%). Percentagewise, male participants are older than female participants of the same generation within the same demographic. In Pashtun culture, men hold the majority of roles, especially in more remote rural areas. Cultural norms, traditional beliefs, and
spiritual ties all contribute to a male-dominated culture, which makes it hard to become more feminine.

Coercing Assessment is a numerical method for assessing a standard’s ability to identify forces of transient changes across categories. Classes and advancements both make use of capacity investigation.

Table 4: Analysis of intensity

<table>
<thead>
<tr>
<th>No.</th>
<th>Questions of survey</th>
<th>Intense</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Social class, religion, and intellectual capacity</td>
<td>300</td>
<td>45</td>
<td>55</td>
<td>400</td>
</tr>
<tr>
<td>2</td>
<td>Poverty</td>
<td>35</td>
<td>65</td>
<td>300</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>Communication problems</td>
<td>270</td>
<td>95</td>
<td>35</td>
<td>400</td>
</tr>
<tr>
<td>4</td>
<td>Technology sciences ethics</td>
<td>350</td>
<td>40</td>
<td>10</td>
<td>400</td>
</tr>
<tr>
<td>5</td>
<td>Communication gap with elders</td>
<td>290</td>
<td>100</td>
<td>10</td>
<td>400</td>
</tr>
<tr>
<td>6</td>
<td>Social customs and beliefs that are traditional</td>
<td>280</td>
<td>25</td>
<td>95</td>
<td>400</td>
</tr>
<tr>
<td>7</td>
<td>Unemployment</td>
<td>390</td>
<td>7</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>8</td>
<td>Self-associations</td>
<td>390</td>
<td>7</td>
<td>3</td>
<td>400</td>
</tr>
<tr>
<td>9</td>
<td>Socio-economic status</td>
<td>236</td>
<td>75</td>
<td>89</td>
<td>400</td>
</tr>
<tr>
<td>10</td>
<td>Religion and level of understanding</td>
<td>370</td>
<td>25</td>
<td>5</td>
<td>400</td>
</tr>
</tbody>
</table>

Table 4 demonstrates the solid pace of invention and the societal progress that cuts across generations. In the past, the pace of change was painfully sluggish. For several generations afterward, the weather and way of life were similar. Thanks to recent innovations, the globe is further along in development than at any time in history. Parents and grandparents of today’s youth sometimes lack an understanding of the value and utility of technological breakthroughs. Recent technological developments have effectively supported genuine growth across all
fields, and in a relatively short amount of time, what was once deemed impossible is now recognized as usual. Our forebears evolved and thrived in a far more sedate setting. It may seem like the force is undergoing a dramatic change right now, but in reality, they are only exhibiting some new behaviors. In today’s modern world, components that were once considered luxuries are now a must-have.

Adjusting to new circumstances and needs can be challenging for people who are used to a specific way of life. Occasionally frustrating for their elders, younger generations are rising to meet the challenges presented by a dynamic and unpredictable world. Methods of operation, degrees of activity, and real-world instances of people’s lives are all very different. The scientist acknowledges that it is impossible for older generations to accept the new social norms and technological progress and that it is equally challenging for younger generations to help them understand. Historical evidence lends credence to the idea that most individuals lead hectic, full lives. In some cases, the generation of cell phones and other modern advancements has made their already hectic schedules even more so. In contrast, our senior citizens move at a glacial pace and rarely make decisions. Since guardians are in a more authoritative position, they should make an effort to keep up with current events. Most importantly, parents should think about what their kids need and take away obstacles, even if their kids don’t actively want or accept new things.

**Conclusion and Recommendations**

The further detailed findings provide a qualitative justification, and the researcher also determined that the most significant contributors to the generation gap of Parents and children are technical development and a lack of technological understanding (Nelson, 2016). The younger generation relies on digital devices as a distraction, and as a result, they pay less attention to their elderly and other relatives. A major source of discontent is the decision-making process, which places a premium on intergenerational dynamics. Parents often arrange marriages for their children, especially daughters. Many religions and cultures around the world have become more connected to the way people live in the West today (Helicobacter pylori infection in parents and their children, 2021).

The social science of religion mostly focuses on the sociocultural and married lives of men and women. Married couples who share a religious faith are more likely to be devoted to raising a happy, healthy family together. Many writers have pointed
out the potential benefits of spiritual practices for couples in their explorations of what makes a happy marriage. Happiness in marriage is on the rise, and religious beliefs play a significant role in this trend. A person's religious beliefs significantly affect both the likelihood of a successful wedding and their attitude toward overcoming adversity. There is a definite association between one's level of spirituality and marital contentment, and research has shown that extremely spiritual married couples have longer, happier marriage generations than other couples. According to Pashtun norms and beliefs, the family is the most fundamental and vital social unit. The home is where children learn the basics of life, form their first political beliefs, and become molded and influenced by their parents' ever-changing perspectives and actions. The family also plays a crucial role in perpetuating social mores, religious practices, and cultural traditions. The researcher has done extensive research and has come to the conclusion that the gap in worldviews between the young and the old is to blame for any communication or interpersonal problems that may arise. Understand that not every family will have a generation gap. It's not always a bad thing when adults and kids have different thoughts and perspectives. Parents and other adults should be patient with children as they acquire new skills.

The findings indicate that there is a vast chasm of difference between young and old as a result of religious influence, misunderstanding, and ignorance. The Pashtun social structure is based on the joint family, which influences the marital generation of its members. Each individual in the blended family has their constitutional protections violated. The majority of elderly people in shared family systems do not involve their children, especially their daughters, in significant decisions. The family patriarch makes all the decisions and never brings up the subject of marriage, despite it being a basic human right. However, awareness of the generational gap is crucial to the effectiveness of a counseling program designed for either children or adults. Key political figures can help bridge the gap between generations by setting up seminars and other programs that help seniors.
Both groups assume that people from other generations will behave in the same way. The elderly are increasingly venting their frustrations towards the younger generation, but this has the opposite effect: the youth are less willing to listen to their complaints. There is generational bias due to the difference in the levels of expectation. Long-lasting coronavirus outbreaks and the resulting lockdowns and constraints, such as social isolation, have widened the distance between parents and their children, according to a recent survey. According to the poll results, 86.6% of the senior population believes that the younger generation has had a major effect on their freedoms, perspectives, lifestyle choices, and personal space. Enhance women’s and girls’ health and the environment in which their children are born; prioritize girls’ and boys’ early childhood development and education; create equitable working and living conditions; ensure that social protection policies are fair to all; and set the stage for a happy and fulfilling retirement. Civil society, government, and international organizations can all help make policies that will help reach these goals.

Solve the Problem of Power, Money, and Resource Misallocation Health inequalities and unequal living conditions, particularly those between men and women throughout generations, must be addressed by altering the structure of society. A strong public sector that is committed, knowledgeable, and well-supported is necessary for this. For the type of improved governance that is needed, strengthened governance itself is a precondition. Included in this are measures to encourage responsible private sector participation; provide civil society with the legitimacy, space, and support it needs; and open the door for people from all walks of life to work out their differences, identify shared values, and pool their resources to advance those values through collective action. There needs to be a dedication to promoting fairness at every level of governance in today’s highly globalized society, from small communities to international agencies. Take stock of the circumstance, assess your understanding of it, and figure out how your proposed course of action will impact the problem. It may be necessary to begin by acknowledging the problem and then by establishing national and international mechanisms for monitoring health disparities. National and international organizations should be familiar with national and worldwide health equity police investigation systems, backed by generationncies, to routinely observe social responses, education, and health disparities, and therefore the social
determinants of health. These groups will evaluate the impact of policies and programs on health equity. In order to equip organizations with the infrastructure and expertise to address health disparities, it is vital to invest in educating policymakers, healthcare professionals, and the general public on social determinants of health. Also, the economic and social factors that affect public health should get more attention. As soon as they become aware of the urgency of the situation, the younger generation should abandon the practice of ignoring their obligations to the elderly. Let’s think about how modern people are different from their ancestors. While it’s important for young people to focus on their own development (personal, professional, etc.), they should also have a positive outlook and respect for their elders.

Work ethics, social consideration, political awareness, racial prejudice, and secular values are all examples. Both generations bring their own unique viewpoints to the table due to the generational divide in preferences, attitudes, and thought patterns. The elderly enjoy quiet activities like reading, listening to music, taking long walks, and reusing vintage items. But today’s youth are more likely to spend their downtime on their smartphones, at concert halls, at after-hours parties, etc. Music, fashion, generational marriage, diet, cultural practices, political beliefs, and more all reflect an individual’s unique sense of style. The older generation is probably aware of these generational gaps improve people’s living and working conditions as well as their birth and childhood environments. Make an effort to deal with the structural causes of these circumstances of living, which include the unequal distribution of income, power, and resources on a global, national, and regional scale. Experience the problem firsthand, figure out what to do about it, evaluate how well the proposed solution works, learn more about the topic, teach the public, and give training on social determinants of health to socially responsible men.
References


Helicobacter pylori infection in parents and their children. (2021), 50(Supplement_1). https://doi.org/10.1093/ije/dyab168.701


Transnational Engagements of Mirpuri-British Emigrants in Mirpur, AJK

Muhammad Siddique
PhD Scholar in Anthropology, Quaid-i-Azam University, Islamabad
Email: siddique.anthro@gmail.com

Dr. Ilyas Bhatti
Assistant Professor, Department of Anthropology, Quaid-i-Azam University, Islamabad

Abstract
This research paper looks into transnational engagements of British emigrants in Mirpur AJK. The three generation i.e., first generation, 1.5th generation and second generations have been investigated in terms of the frequency of homeland visits, remittances sending, wish for permanent return, homeland political engagement, homeland spiritual engagements and sending for charitable activities. The results show that though emigrants support various causes through various modes and motives; however, engagements with homeland prevails across generations. The study reveals that emigrants are embedded in the social structure of homeland and bonded with homeland through various set of connections.

Keywords: Migration, Homeland, Remittances, Emigrants generations

Background of the study
Transnational studies provide knowledge of how migrants are simultaneously embedded in residence and origin countries (Glick Schiller et al. 1992). Various practices, follow by the migrants obtain with where they born for creating transnational social relations. This study examines the Mirpur town of AJK which is famous for sending largest migrant to England and due to this particular fact Mirpur is often called as mini London. The study also describe transnational patterns across several emigrant generations (1st , 1.5th, and 2nd ) to further examine the degree of transnationalism engagements with origin through various trasnational behaviours i.e. visiting homeland, sending remittances, wish to return, political engagement, spiritual engagement and giving charity in homeland.

The present paper focuses on a distinguish perspective on transnational engagements of Mirpuuiri-British emigrants in Mirpur, AJK. The study has used mixed research methods design. The paper demonstrates the ways through which emigrants are connected with their origin, supporting various causes and underlying motives behind getting embedded in Mirpuri society.

The Transnational Angle
Transnationalism is the back and forth involvement and connections between migrant and the left behind, historically a characteristic of migration. i.e. the engagements between sending and receiving communities (Glenn, 2002; Sayad, 2004), but it is not until recently that it has become an object of study in itself.

Ethnographic research revealed transnationalism in immigrant communities and their relationships with migrant-sending communities (Glick Schiller, 2003; Smith 2006). For the mainly part, evaluation was made through secondary resource or through the comparison of fieldwork information (R. C. Smith, 2003). Mostly, in recent times, significant articles have examined this aspect from quantitative and comparative perspectives (de Haas & Fokkema, 2011; Dekker & Siegel, 2013;). The study of transnationalism has largely focused on the first generation, neglecting the children and grandchildren of migrants.

As a result of the rapid transformation of the mode of communication and transportation and the picking up of the pace of globalization has turned to reshape the transnational living. As a result, the engagements among the migrants’ homeland and their relatives have become further recurrent and more intensive (Carling, Menjvar, & Schmalzbauer, 2012). Thus, space or distances does not make any difference (Appadurai, 1996), and it make sure that families and friends does not affected even having different localities.

Above and beyond the mounting passion of transnational connections, altering feelings towards them, for example, of governments who have started to keenly engage with their “diasporas,” have raised scholarly consideration (Dickinson & Bailey, 2007; Itzigsohn, 2000).

The researchers taking into consideration the transnational angle have investigated monetary remittances; the charitable engagements, as well as the transformation of values and beliefs, for which is called as “social remittances”, (Lacroix, Levitt, & VariLavoisier, 2016).

The problem of transnationalism among the second generation has thus far received only sporadic scholarly attention. King and Christou studied how second-generation Greeks felt a connection to their parents’ country, particularly for those who "returned" to live in Greece (King & Christou, 2010). Lee looked at second-generation Tongans, their international interactions—remittances were a crucial subject—and their short-term forced returns to pursue schooling (Lee, 2016).

Transnationalism within Migration Studies

“Transnationalism” in its broadest sense, is the shift of money, people, and thoughts back and forth across political boundaries (Sassen, 2001). Researchers put into practice a transnational lens to comprehend a string of presences, identities, and movements that do not map effortlessly inside the geographical borders of present-day nation-states.

Migration scholars use the term transnationalism to describe both emigration and immigration (Sayad, 2004, 2006) Social ties keep emigrants connected to their communities of origin (R. C. Smith, 2006; Tilly, 2007). This approach can be used for internal migration, where the sending and receiving communities may have cultural, ethnic, or financial differences (Besserer, 2004; Fitzgerald, 2009).

Transnationalism is a framework to study the role of the sending and receiving communities in migrant behavior, looking at the social, political, and economic course of action. Historically, migration has not severed ties with the sending society (Foner, 2000). Transnational studies demonstrate the strong engagements that migrants carve up with their native country (R. C. Smith, 2006).
Migrant transnationalism has grown significantly over the last few decades, with a focus on proving its existence and debating whether it is a new phenomenon or has historically existed (Foner, 2000; Morawska, 2001). Few groundbreaking works in the field includes the role of religious institutions in transnationalism (Levitt, 2007; Mooney, 2009; Pasura, 2011); the involvement of the sending state in fostering ties with the diaspora (Cano & Delano, 2007; Delano, 2011), and transnational parenting (Castañeda & Buck 2014; Dreby, 2010). Building upon this literature, we ask to what degree do 1st, 1.5th, 2nd, and 3rd age groups connect in transnational activities (Levitt & Waters, 2002).

Remittances- Research Perspectives

Remittances, which encourage development in the recipient nations, were recognized as having a significant impact on this change in the Global Commission Report from 2005 (Global Commission on International Migration, 2005). Macroeconomists study these effects, which may have a significant impact on national economies (Rahman & Fee, 2012). Economist (Stark & Bloom, 1985) describes migration as a tactic to diversify household income, concentrating on remittances from individuals. There are diverse forms of remittances can be individual, collective, in terms of pay or capital; or migrant and refugee remittances (Rahman & Fee, 2012). Impulses for collective remittances have been described as altruistic but also as a way to build up social capital at homeland (Licuanan, Mahmoud, & Steinmayr, 2015). Collective remittances have drawn particular attention in the remittance debate as the enhanced form of development aid: They may be employed to advance the origin's social and physical infrastructure (Aparicio & Meseguer, 2011).

Material and Methods

The present anthropological study was conducted during (June 2016 - August 2017) in the Mirpur city of AJK the course of a mixed method study framework. The respondents were selected through purposive sampling, from the 150 households of emigrants, fifty houses were selected to include three generations of emigrants. Semi-structured interviews were conducted emigrants from three sets of generation i.e. first generation, 1.5th generation and second generation visiting their homeland; however, follow-ups were made through modern modes of communication. Interviews with emigrants deal with the migration history, transnational engagements with homeland particularly the practice of charitable giving in homeland.

Locale of study

Mirpur, is the second largest city of Azad Jammu & Kashmir. It is situated at two hour’s drive from Islamabad, Pakistan. The Mirpur is famous for sending large number of people to England in several phases during last few decades. Mirpur is often labeled as "Mini London", many shops in the city allow the pound sterling as a mode of currency. The British (english) grasp two meanings in cultural context of Mirpur i.e. one who is not British national but act, live or behave like British and the other is British national originally hails from Mirpur, in either situation it is a title of significance. Even after many decades of emigration, the first and succeeding generations have maintained close linkages with homeland and the societal membership is retained, gained and regained through a number of activities and efforts. In many cases the life of emigrants is still being regulated from origin, families tend to be close-knit and the guiding influence behind
everything from marriage to business. The region has witnessed major economic progress and greater socio-cultural changes in the last few decades.

Transnational Behavior of Mirpuri-British Emigrants

Transnational behavior of Mirpuri emigrants is measured in terms of strength of visiting homeland on yearly basis, sending remittances on annual/bi/annual basis, wishing to return to homeland, giving charity in homeland, have spiritual connections to a shrine in the mirpur, AJK or Pakistan.

Table #1

<table>
<thead>
<tr>
<th>S. No</th>
<th>Transnational Behavior</th>
<th>Generation 1st F %</th>
<th>Generation 1st F %</th>
<th>Generation 2nd F %</th>
<th>Frequency</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Visiting Homeland (yearly)</td>
<td>43 86</td>
<td>25 50</td>
<td>38 76</td>
<td>106</td>
<td>150</td>
<td>71</td>
</tr>
<tr>
<td>2</td>
<td>Sending Remittances (Annually/bi/annually)</td>
<td>33 66</td>
<td>46 92</td>
<td>21 42</td>
<td>100</td>
<td>150</td>
<td>67</td>
</tr>
<tr>
<td>3</td>
<td>Wishing to Return</td>
<td>42 84</td>
<td>40 80</td>
<td>36 72</td>
<td>118</td>
<td>150</td>
<td>79</td>
</tr>
<tr>
<td>4</td>
<td>Taking part in homeland Politics</td>
<td>27 54</td>
<td>47 94</td>
<td>43 86</td>
<td>117</td>
<td>150</td>
<td>78</td>
</tr>
<tr>
<td>5</td>
<td>Giving Charity</td>
<td>46 92</td>
<td>35 70</td>
<td>33 66</td>
<td>107</td>
<td>150</td>
<td>67</td>
</tr>
<tr>
<td>6</td>
<td>Have spiritual connections with a shrine/mosque</td>
<td>45 90</td>
<td>37 74</td>
<td>28 56</td>
<td>110</td>
<td>150</td>
<td>70</td>
</tr>
</tbody>
</table>

Table 1: Transnational Behaviour of Mirpuri-British Emigrants

The table shows that intensity of visiting homeland though have variations across generations, however, all three generations have interests in visiting homeland on annual basis; 86% of first generation emigrants, 50 % of 1.5th generation and 76% of 2nd generation emigrants have expressed their interest in visiting homeland on an annual basis. Above all, 71% of emigrants of all ages have articulated that they visit their homeland on annual basis. The percentage of visiting homeland is higher among first generation emigrants whereas its lower among 1.5th generation emigrants.

As for as sending of remittances is concerned, 66% of first generation, 92% of 1.5th generation and 42 percent of second-generation emigrants transfer remittances to homeland on annual /bi/annual basis. In its total of all three generations 67% of emigrants transfer remittances to homeland, the percentage of transferring remittances to homeland is higher among 1.5th generations whereas, it’s lower among second generation emigrants.
The data shows that, 84% of first-generation emigrants wish to return permanently to homeland, 80% of 1.5th generation emigrants expressed their wish to return to homeland on permanent basis conditioning a handful earning while staying abroad; whereas, 72% of second-generation emigrants expressed their desire to permanently stay in homeland, however they seem divided among 'here and there' while expressing their desire of staying in homeland.

The transnational behavior with reference to taking part in homeland politics; 54% of first generation, 94% of 1.5th generation and 86% of second-generation emigrants expressed their interests of playing direct and/or indirect part in homeland politics. The interest of taking part in homeland politics is higher among 1.5th generation whereas it low among first generation emigrants. Interestingly, it shows that transnational behavior with reference to taking part in homeland politics is not diminishing rather it is mounting with slight variations across generations of emigrants.

Giving charity is part and parcel of emigrant life in Mirpur, there is interesting verbatim for giving charity by emigrants; ‘charity begins at home’ and ‘home is where heart is’. As for as first generation is concerned 92% of emigrants give charity to homeland, 70% of 1.5th generation emigrants and 66% of second-generation emigrants give charity to homeland.

Emigrants’ behavior regarding their attachment with holy saints, shrines and mosques in Mirpur and across the country reflects that, 90% of first-generation emigrants, 74% of 1.5th generation 56% of second-generation emigrants have their spiritual connectivity in homeland. They go to pay homage to holy saints, shrines on their visits to homeland. In other circumstances emigrants manage their visits to homeland around the annual urs ceremony of their shrines and saints. Emigrants spent and give for the cause initiated and promoted by holy saints and shrines; often they construct a mosque and bear all other expenses, in other cases routine langar (holy meal) is being sponsored by emigrants.

Wish for Permanent Return

People adjust after emigrating or may longer fit in the country-of-origin after leaving (Fitzgerald, 2009). The table shows that intensity of visiting homeland though has variations across generations, however, all three generations have interests in visiting homeland on annual basis; 86% of first-generation emigrants, 50% of 1.5th generation and 76% of second generation emigrants have expressed their interest in visiting homeland on an annual basis. Above all, 71% of emigrants of all ages have articulated that they visit their homeland on annual basis. The percentage of visiting homeland is higher among
first generation emigrants whereas, the practice of visiting homeland is a bit lower among 1.5th generation emigrants.

The figures show that, 84% of first-generation emigrants wish to return permanently to homeland, 80% of 1.5th generation emigrants expressed their wish to return to homeland on permanent basis conditioning a handful earning while staying abroad; whereas, 72% of second-generation emigrants expressed their desire to permanently stay in homeland, however they seem divided among ‘here and there’ while expressing their desire of staying in homeland.

The following sentiments contribute to a possibility of Mirpuris-British who a lot feel that they are “either from here or from there,” that they are “Mirpuris enough for Mirpuris and British enough for British” Their come back to Mirpur is through a practicable but there are variations across generations regarding the preferences for return.

I feel that I am divided, I believe Mirpur as my home, but I reflect of my home as (England) as here I have had many occasions there and this is where I am living. So, I am bewildered when I think on the subject of home.

(Tahir, 25 years old emigrant)

I was lucky to have a chance of getting emigration to UK in mid 70s. At that time, I used to live in mountainous areas of Mipur, where the life was miserable and tough. After getting successful I managed to get emigrate my wife and children. Later, I managed the children get married with the children of my brothers and sisters; they all had a chance to settle in UK. In the earlier years I used to come once in the year. However, for the last six years I am spending most of time of the year over here. After all, I would like to come permanently to bury besides my parents.

(Walaiyat Hussain, 68 years old emigrant)

Wonderful vision of reality, cheerfulness is at the place-of-origin...! I do not speak only for in my opinion; life my kingdom UK is rushing day by day. I come across joys and hopes with my friends and relatives belonging to Mirpur and get real charm of life. But oh fine, one fight back to be happy where God has placed us!

(Afaq, 40 years old emigrant)

You are lucky, and I love my homeland so much. In regards to myself, I am uneasy to come here because of administrative pressures and other reasons after our last visit, my daughter has promised not to set foot here again.

(Yasmeen, 45 years old)

The utmost desire for homeland prevails across generations, however the circumstances hinders the way. Emigrants articulated that having enough earning is necessary to have standard life here. Educational facilities for children are lacking in quality, administrative and communication issues are barrier to live here. However, most of them expressed that the real charm of life exists over here conditioned to the opportunities of handful earnings. Many of them expressed that, our choice doesn’t matter in this regard, the will of God and distribution of Rizq (bread & butter) matters above all.

Transnational Charitable Engagements

The present anthropological study shows that several respondents send for charitable
actions mainly on an individual basis. These individual acts of philanthropy induced various changes in the Mirpur region.

Giving charity is part and parcel of emigrant life in Mirpur, there is interesting verbatim for giving charity by emigrants; ‘charity begins at home’ and ‘home is where heart is’. As for as first generation is concerned 92% of emigrants give charity to homeland, 70% of 1.5th generation emigrants and 66% of second-generation emigrants give charity to homeland.

Table #2

<table>
<thead>
<tr>
<th>S.No</th>
<th>Cause supported by Emigrants</th>
<th>1st (F)</th>
<th>1.5th (F)</th>
<th>2nd (F)</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Educational Project (regular)</td>
<td>08</td>
<td>16</td>
<td>17</td>
<td>35</td>
</tr>
<tr>
<td>2</td>
<td>Orphans Care (regular)</td>
<td>10</td>
<td>20</td>
<td>08</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Health Care (regular)</td>
<td>09</td>
<td>18</td>
<td>09</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>Religious projects (regular)</td>
<td>16</td>
<td>32</td>
<td>03</td>
<td>06</td>
</tr>
<tr>
<td>5</td>
<td>Any other field (regular)</td>
<td>03</td>
<td>06</td>
<td>04</td>
<td>08</td>
</tr>
<tr>
<td>6</td>
<td>Irregular support of Charitable activities</td>
<td>04</td>
<td>08</td>
<td>09</td>
<td>18</td>
</tr>
<tr>
<td>Total</td>
<td>-</td>
<td>50</td>
<td>100</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: Transnational Charitable engagements (first priority of last charitable engagements)

The data presented in the table above that, although the choice and motive may differ, however, emigrants generously take part in charitable activities. The highest figure (32%) of 1st generation emigrants shows that emigrants preferably support a religious project on regular basis. Furthermore, 16% of 1st generation emigrants support educational projects, 20% support orphanage, 18% regularly support health care, and 06 % regularly support other charitable activities whereas 8% irregularly support charitable activities.

The highest figure (34%) of 1.5th generation emigrants shows that emigrants preferably support an educational project on regular basis. Furthermore, 16% of supports orphan care 20% support orphanage, 18% regularly support health care, and 06 % regularly support religious projects, whereas 8% other charitable activities, and 18% irregularly support charitable activities.

The highest figure (36%) of 2nd generation emigrants shows that emigrants preferably...
support an orphan care project on regular basis. Furthermore, 20% of supports educational projects, 14% regularly support health care, and 12 % regularly support religious projects, whereas 8% other charitable activities, and 10% irregularly support charitable activities.

I used to put a nominal amount of pound in a box and give the collective sum to support KORT (orphanage). In addition, I also give for other charitable causes on regular and irregular basis. Giving to orphanage appeal and appease me. It seems giving double reward as on one side it fulfills religious obligations on other side helping the otherwise helpless.

(Yaqoob, 45 years old emigrant)

Supporting Relatives

The feelings of being part of the respective parental household prevails among the young respondents, here it became the prime reason for sending remittances to the head of this household. This type of behavior comes correct for bachelor respondents who migrated to UK for work-related causes. It seems that the parents of this cluster of migrants are commonly not in monetary necessitates; the remittances are designated as a voucher of honor or an articulation of the respondents’ sense of associations to their parents’ family circle.

My parents are well settled and they are earning by themselves, it is a chance for to give needy relatives to express my sense of belonging. Otherwise they are nothing for me and I am non-existing for them.

(Sohail, 29 years old emigrant)

The sentiment of sending remittance to parental households and to those belongs to such a households holds an outstanding importance. The elder sons in joint family system are expected to keep remitting beyond parent’s death. Quite a few migrants consider to accomplish this role as a compensation of their absence from collective family arrangements.

"Being the elder son of parents; one knows the meanings to be the oldest son in Mirpur, until now I used to support my mother and my sister. She desired me so, I have a younger brother, but she didn’t want to get up this role, I owe this affection”.

(Manzoor, 61 years old emigrant)

The emigrants who assist vulnerable women described their orientation towards the social progress of their families in Mirpur,
"My mother trained me the way I am, she suffered a lot in her course of life. After her death what I can do for her is following her teaching and helping the needy relatives, particularly the women. I am sponsoring the education of ten girls in the locality. Last year, I have financed a political figure for digging water wells in the mountainous region where two of my maser (maternal cousins) have married. I am sure that the reward goes to my late mother".

(Rafique, 49 years old emigrant)

Supplementary regular support

Financial remittances, specifically to sponsor education were also sent to distanced relatives (nephews, nieces, and cousins).

"I used to support my elder sister’s daughters. Although not poor in terms of bread and butter, but they cannot afford education, so I sent cash to the four daughters so that they could go to college and university”.

(Rehman, 50 years old emigrant)

Similarly, a number of others emigrants supported the children of close relatives in getting student visa while they got advantage of emigrant support in early education and secured excellent grades. The costs linked to education (IELTS, fees, cost for visa and traveling, and equipment) were often covered by emigrants.

Regular remittances; usually a monthly share of their income are also send a local mosque for bearing expenses of maulvi (cleric), been appointed to teach Quran to local children as well as take online classes to teach migrants children In UK. The respondents told that the priest of a local mosque was sponsored to have an exposure visit to UK and turn back to teach children in the light of international standards, however, he managed to settle in Birmingham and nowadays serving the mosque there.

<table>
<thead>
<tr>
<th>S.No</th>
<th>Financial Support to</th>
<th>Generations</th>
<th>Frequency</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1st</td>
<td>T</td>
<td>%</td>
<td>1.5th</td>
</tr>
<tr>
<td>1</td>
<td>Parents</td>
<td>21</td>
<td>50</td>
<td>42</td>
<td>07</td>
</tr>
<tr>
<td>2</td>
<td>Sibling</td>
<td>13</td>
<td>50</td>
<td>26</td>
<td>13</td>
</tr>
<tr>
<td>3</td>
<td>Nephew &amp; Nieces</td>
<td>12</td>
<td>50</td>
<td>24</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td>Other relatives</td>
<td>04</td>
<td>50</td>
<td>08</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>50</td>
<td>100</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>
Table 3: Financial Support to Family and relatives by emigrants in Mirpur (first priority of last year practice)

The above table reflects the support extended by emigrants to parents, siblings and other relatives. This support was measured through the emigrants’ first priority of giving during the last year.

The table shows that practice of giving to parents is higher (42%) among first generation emigrants and lower (14%) among 1.5th generation emigrants. The practice of giving to siblings is similar (26%) among first and 1.5th generation, however, it is lower (18) among second generation. Similarly, the practice of giving to nephew and nieces is somewhat similar (22% & 24%) among first and 1.5th generation respectively, however its higher (34%) among second generation. Furthermore, the practice of giving to other relatives is lower (8%) among first generation, whereas it’s higher (34%) among second generation. It has been observed that parents of this generation are financially stable so they alternatively utilize this token money to express their belongingness and secure esteem among relatives.

Irregular support

The present study reveals that 103 (69%) respondents extend irregular support to relatives and other needy people in homeland.

I always accompany with my father during holidays, I ever saw that, he used to gives money to people who had an exceptional goal to ask for money, for example, if the prayerful needed money to pay a dowry.

(Mohsin, 21 years old emigrant)

Financial Support to education projects

Respondents support NGOs with reference to education, other support separate schools, and family traditions.

This school is associated with our family since my grandfather. It is a High school, I am sustaining in terms of the substructure and all those things. The remuneration is paid by the government for the teachers but all other things we have to do. In addition, I spend more whenever it is needed there. This added a lot in rewarding me and my family, I should manage to reward it instead.

(Rameez, 43 years old emigrant)

Emigrants frequently sent funds to their kin, asking them to pay out it for charitable project as per their best information.

*University of Wah Journal of Social Sciences Volume 5, Issue 2, December 2022, pp. 42-56*
Financial Support to Children and orphan care

The present study reveals that, by 20% of 1st generation emigrants, 16% of 1.5th generation emigrants, 36% of second-generation emigrants and 24% of all respondents; Numerous qualitative interviews reveals that emigrants backing a few children with a preset sum of money per month, that covers their living wage and schooling overheads.

Kashmir Orphan Relief Trust (Kort) is the largest orphanage complex that accommodates orphans form various corners of the country. It does not only offer shelter to orphans rather it takes the responsibility of orphan’s life; give food, provide education, help in seeking employment and get married. The emigrants’ expressed to take part in general expenses and even sponsor individual children under the guidance of orphanage administration.

Financial Support to Health and healthcare

Three percent study shows that 18% of first-generation emigrants, 18% of 1.5th generation emigrants, 14% of second-generation emigrants and 17% of all emigrants regularly donate money to health care projects in Mirpur. A number of financially strong emigrants donate health care facilities and initiated the technical up gradation of existing facilities, contribute in purchasing innovative stuff. Many others extend their donations to health care providers to give free medical treatment to poor and needy patients. A number of emigrants donated and sponsored ambulance service and affiliated it with a number of hospitals of the Mirpur and surroundings to deal with emergencies and offer free of charge services for humanitarian causes. Islam Garh welfare Trust Hospital, Ismail Memorial Hospital, Chakswari, Life Care UK are few examples of such hospital, however there are various other being supported and run by emigrants

Financial Support to Religious Institutions

The study shows that, 32% of 1st generations emigrants, 6% of 1.5th generation emigrants, 12% of second-generation emigrants, 17% of all emigrants send remittances to religious institutions were rare

I sponsor a mosque and compensated for a new layout of the floor, made from granite. So now there is a spiritual ambiance. Earlier, people used to sit on the floor this year I donated for carpets.

(Hassan, 65 years old emigrant)

As a matter of transnational engagement of Hassan, he is also informing other donors of the need of such an important institute at any particular place and often take the responsibility of getting it functional.

Purchasing real estate with Remittances
Financial remittances were put to purchase real estate property in Mirpur, Islamabad or elsewhere.

Aslam works in IT company in UK, financed his first salaries in a flat in his hometown 10 years ago, hoping a elevated return. Currently, he is glad to sell it with handsome profit.

Many others articulated identical attitudes, i.e. when they decided to stay in UK. The lands are leased to farmer from remote village or refugees and a portion of house is given to them to live and other is locked to be care by them.

**Traditional expectations and the dilemma of succeeding generation**

Feeling of strangeness and conflicts of expectations arises in during emigrants visits to Mirpur. The local interpretations of emigration and remittances regarding the first-generation emigrants never seems to be fulfilled by the succeeding generations.

"In early years, my father used to come over here from UK, a number of people used to gather at our dwelling and my father used to give them cash. When I come to Mirpur and a crowd stands outside and all of them imagine me to give them currency is quite impossible for me".

(Noman, 41-year-old emigrant)

The emigrants from second generation may lacks this kind of information as well as the articulated to be deficient of the understanding of parent’s monetary engagements in homeland.

As for as sending of remittances is concerned, 66% of first generation, 92% of 1.5th generation and 42% of second-generation emigrants transfer remittances to homeland on annual/bi-annual basis. In its total of all three generations 67% of emigrants transfer remittances to homeland, the percentage of transferring remittances to homeland is higher among 1.5th generations whereas, it’s lower among second generation emigrants.

**Conclusions**

The age of globalization and modern modes of communication has turned the transnational engagement quite easier. The emigration to UK from largest migrant sending region Mirpur has passed six decades. People from Mirpur went to UK in various phases and many other being born and brought up in UK. The present study purposively selected three age groups emigrants i.e. first generation (people being brought up in Mirpur and latter migrated to UK in mid 70s), 1.5th generation (people born in Mirpur and emigrated to UK before the age of 15 years or Born in UK to first generation Mirpuri migrant parents) and the second generation (born and brought up in UK).
The three generation of emigrants have various levels, dimensions and trends of transnational engagements with homeland which are investigated in present study through six transnational behaviours i.e. homeland visits, sending remittance, wish of permanent return, political engagements with homeland, spiritual engagement with homeland, and giving charity to homeland.

The results show that, emigrants mainly remit either independently to family and friends or separately to support generous actions. There is various cause they support and motivations in three generations are different, however, the trend and practice of sending remittances to family and charitable activates prevails in all three generations with slight variations. The first generation emigrants frequently visits homeland and they are attached due to their parents and spiritual associations, in majority cases they remit and sponsor to religious institutions. The 1.5th generation emigrants though less frequently visits homeland, however, they remit more than other generations. Wishing to return prevails among three generation, however, the desire to return permanently is higher among first and 1.5th generation. Taking part and playing direct and indirect role in homeland politics is higher among 1.5th and 2nd generation, however, first generation is less interested in homeland politics. The spiritual connectivity of first generation is higher among first generation, however, the second generation seems less interested in terms of having spiritual connectivity with shrine and saints in homeland. The intent of giving charity in homeland is higher among first generation, however, there is a gradual decline in succeeding generations.

As for as the cause of giving, considering the first priority of giving charity during the last year; The first generation gave less for educational project, however the interests of giving to educational cause is higher among succeeding generations. The interest of giving to religious projects is higher among first generation of emigrants, most interestingly, the interest of giving to orphans is higher among second generation.

Lastly, three generation of British emigrants originating from Mirpurs have stronger feeling of attachment with homeland and they express it through various activities and ensure their engagements in different circumstance. It seems that their presence and role in everyday life of homeland is not diminishing even after five decades of emigration rather it is mounting in various situations. The case of Mirpuri emigrants reveals that migration is not only a single step of combining factors that ends up with one generation rather it is a serial activity that lasts over many generations.
References
diffusion. The International Migration Review, 32(4), 926–948
Manifestation of Psychological Trauma in Broken Verses by Kamila Shamsie

Amat ur Rehman Tehreem
University of Management & Technology, Lahore
Email: tahrimmuno8@gmail.com
Maryam Raza
Lecturer, University of the Punjab, Lahore
Email: maryam.english@pu.edu.pk
Muhammad Saleh Habib
Lecturer, University of Management & Technology, Lahore
Email: saleh.habib@umt.edu.pk

Abstract
This paper aims to explore Trauma Theory by Cathy Caruth in Kamila Shamsie's novel Broken Verses through qualitative analysis. The main objective of the paper is to delineate mental trauma embedded in the memory of the characters, which molds their present and future identities. The significance of the research is unraveled in the traumatic, rampant ravages in the ecstatic childhood, hurling victims in an eternal void of identity crisis. The tools for the research constitute of the novel Broken Verses by Kamila Shamsie as the primary source. Whereas Trauma Theory by Cathy Caruth serves as the secondary text from a theoretical perspective. The study fills the gap in research on Broken Verses as a critical study of the cynical Pakistani politics and the seeping in of fundamentalism in the government body. The research leaves open the intellectual space to explore Fascism in Shamsie’s selected work.

Keywords: Trauma Theory, War on Terror, South-Asian Literature, Memory, Pakistani Politics

Introduction
The research paper focuses on mental trauma and identity crises in the novel Broken Verses by British-Pakistani novelist Kamila Shamsie. The study intends to reflect the sensitivity of ruptured childhood damaging the future of characters due to traumatic experiences. It delineates that childhood trauma serves as a permanent memory related to traumatic experiences and the way it remains a part of their unconscious. The study aims to discuss that trauma cannot be uttered but can be acknowledged in their social behaviors in childhood that may differ from other normal children. It also incorporates the basic insight of childhood and how trauma effects the wonderful childhood, leaving the victims helpless. The study also examines the characters who suffer through
trauma by dint of social and political circumstances. The research also aims to enlighten the outcomes of distressing experiences in childhood and to study how children suffer, both physically and emotionally because of these experiences. It validates how a single incident can lead to a lastingly interrupted childhood and execute a similar attitude on life as well. The study uncovers the abrupt and long-term influence of trauma on a person’s behavioral, emotional and mental patterns.

Kamila Shamsie is a British-Pakistani cosmopolitan writer and a novelist who is well-known for her laudable work. Her award-winning novel Home Fire gave her universal praise as a new contemporary British-Pakistani diasporic novelist. Shamsie was born in Karachi to a renowned journalist and editor, Muneeza Shamsie. Kamila Shamsie is unsurpassable at digging the past and intertwining the personal and political conflict. She is also known as a political writer whose writings show a unique format of Parallelism. Parallelism in literature is the denomination covering all the varieties of equality that humans encounter in art. Shamsie’s novels follow the same uniformity. Some of her new novels show a vast view of Feminism’s first wave, including women’s sufferings and their works during the first World War. According to her, “Wherever in the world you go, you’re living in the world’s oldest and most pervasive empire, which is the empire of patriarchy. I don’t know a place I’ve been to where it doesn’t exist.” (Hanman, 2014).

Broken Verses is a tale of loss and a quest to retrieve that loss. Shamsie’s novel embarks on a journey to depict a daughter, Asmaani, in search of her mother, Samina who vanished into thin air one fine day. Asmaani brims with the hope of finding her. On her odyssey, she gets entangled in love with Ed, who fathoms the psychological complexities lurking within her.

The main concept of a traumatic ordeal was originally explored by Sigmund Freud in his psychoanalysis, while treating his patients. “The concept gained a diverse significance due to social concerns that lead to post-traumatic stress disorder (PTSD). These social concerns included rape, child abuse, violence and warfare” (as cited in Mambrol, 2018). Trauma is incorporated in the fields of psychology, psychoanalysis, feminism, and literary theory. Trauma studies came under the spotlight as a separate regime to explore in the 1960s. In 1996, Cathy Caruth used the term Trauma Theory for the first time in her book Unclaimed Experience: Trauma, Narrative and History. According to Caruth, trauma is a “wound” that is located in the deepest layers of oblivion and the level of its damage cannot be determined by the conscious. Caruth tends to exercise the idea of unconsciousness and consciousness that was given by Sigmund Freud. She scrutinizes a quintessential aspect of trauma that tends to ingeminate itself quite the same way as it occurs, that is, without the will of the effected person. According to her, trauma can never be properly healed as it is ignored due to the linguistic obstacles. Trauma cannot be described in language. Cathy Caruth firmly proposes that language fails to express the manifestation of trauma and is only seen by the victim’s actions or habits that they are not aware of. Researcher Michelle Balev in one of her articles claims that trauma in its victim develops a dangerous and intense fear which is out of the expressive domains and explodes the personality of the trauma victim (Balaev, 2014).

Trauma itself is a devastating impression on a victim’s mind that does not come alone but is accompanied by permanent or temporary mental agony and destruction of personality. It causes a certain level of mental instability that can be varied according to the harm one suffers from. Trauma is a mark that can damage various factors on different levels. It badly effects the routine, behavior, outlook, career plans or any other important task of life. Adults, children and even the elderly are prone to suffer from mental trauma. Children are also affected by the severity of trauma that leaves a permanent mark on their lives. Consequently, there is a failure to express or handle that torment. The trauma of an early age is not just a disturbing memory from childhood but an exceptionally important aspect that determines the growth in life. Children are more likely to respond harshly due to traumatic incidents. It is so because as they are in their growing period, their mind is not fully developed and brutal experiences emerge in their early life, leaving a permanent scar on their existence.
Literature Review

Kamila Shamsie repeatedly shows in her texts how one’s environment effects the mental health to a great extent. In her novel Broken Verses, she explores the feminist movement in the Islamic World specifically Pakistan, during 1970’s and 1980’s amidst the military’s endorsement of Islamic fundamentalism. As a writer, she is actively involved in politics and writes about human duty and engagement during the era of chaos because: “If you grow up in Karachi, you don’t have that separation between what is happening at the political level and what is happening in people’s lives” (Liao, 2017).

Many other writers know Kamila Shamsie’s writings to be “deeply rooted in a patriarchal culture in which women are silenced and marginalized to the domestic compass” (Saigol, n.d.).

“Shamsie considers the role of language in forming and sustaining identities, with a specific prominence on the ability of the English language to assist as an adequate means of enunciating thoughts and feelings outside the English-speaking world. There are indications in the novel that psychological and emotional expressions do not essentially tally when spoken in different languages.” (Hussain, 2019). As Mark Stein has mentioned, Kamila Shamsie's work tends to challenge the "habitual classification of literary texts in terms of national or regional literature.” (Omaishat, 2015). Kamila Shamsie's novel Broken Verses has received many praises as well as criticism for her writing style and story line. “Broken Verses cannot decide whether it is literary fiction or pop fiction, and herein lies one of its biggest flaws” (Elen, 2012).

Furthermore, “Shamsie uses bizarre plots in her novel Broken Verses that cannot truly describe political snobbery and literary themes” (Elen, 2012). Broken Verses recounts many plots of psychological trauma under Shamsie’s pen by defining the identity crisis and violence occurred in the era of General Zia-ul-Haq. The novel highlights the suppression of dissension and civil society in Pakistan by the dictator, and the draconian laws against women. The study aims to highlight the feminist voices which were persecuted and suppressed by the regime (Ullah, n.d.). Consequently, the study aims to highlight the feminist voices which arose in Pakistan and were persecuted and suppressed by the regime.

Trauma Theory is an unassimilated event that shatters identity and remains outside normal memory and narrative representation. It draws attention to the severity of suffering by suggesting the traumatic experience irrevocably damages the psyche. Elaine acquired Caruth’s Trauma Theory as it makes people imagine that traumatic events do not simply occur overtime, but come into being ‘belatedly’.
Research Methodology

The research uses Kamila Shamsie’s Broken Verses as a primary text and Cathy Caruth’s Trauma Theory as secondary sources. The research aims to widen the ambit of Shamsie’s writings, using literature and linguistic expression to escape psychological trauma caused by Pakistani politics.

Discussion and Analysis

Broken Verses is a heartbreaking story about a life full of resentment and destitution, state brutality and savagery, trauma and its long-term effects on the personalities of the novel’s characters. The novel’s main character is Aasmani Inquilab, the daughter of renowned political leader and activist Samina Akram, who has spent her entire life fighting for freedom and women’s rights. The novel depicts Pakistan’s history, the social and political traumas of reformist activists, and their future. The story’s events take place at the end of the 1980s and are characterized by violence and state exploitation. Pakistan established life as a flimsy sovereign state after Partition. Pakistan, which was formed as a result of the subcontinent’s partition, was a geographical outlier to begin with. This statement describes Pakistan’s struggle after partition to provide a stable state for its tenants. This exemplifies the crisis and barbarism perpetrated by Indians and British rule after the establishment of Pakistan. It was a trembling state at first, but after partition, independent leaders fought tirelessly for its freedom and power. In the novel, the Poet’s murder, is a political squabble. "When I was a child, the Poet told me that the sky-union painters had negotiated reduced working hours on days of oppressive heat," the narrator says. (23). Subsequently, in the circumstances that prevailed in Pakistan at the time, the bureaucracy and the military emerged as the country’s major establishments, particularly significant in the need to build a new, independent country in the aftermath of Partition, as well as in meeting the apparent external threat from India. The political supremacy of civil-military fascism in Pakistan was also evidence of Punjab’s pre-eminence in Pakistan’s post-colonial state. Such personal issues altered Aasmaani Inqalab’s life. They cause trauma due to the obvious loss of parents and the love of a mother. Furthermore, emotional pain and the search for personal identity add to the burden. The main issue for Aasmaani is the absence of her mother’s love, which is essential for all children. Partition was responsible for her life's injustices and the fateful separation from her mother. Samina Akram was forced to abandon her daughter and disappear for many years in order to save her life and to protect Aasmaani from political
persecution as a result of her mother's activities. Aasmaani believes her mother abandoned her years ago: "I had played myself as a victim of my mothers' lack of love for far too long, had wrung myself out thinking it" (302). A missing mother figure becomes Aasmání's desire to know herself. "She had built her identity around all of those things" (250). Aasmaani is looking for her identity while working at Pakistan's first independent TV station. This process is closely related to growth and maturation, and it is frequently expressed in conjunction with Aasmaani's obvious need to overcome her fear and anger towards her mother and her political activity. Letters written in a secret code to her mother by Omi, The Poet, mark a watershed moment in Aasmaani's life. Aasmaani wants to know the truth about her mother and the Poet by the end of the novel. As a result, she becomes involved in activism. For Aasmaani, the Partition and its long-term consequences continue to have an impact on daily life in the subcontinent. "How could a government be stupid enough to kill him while everyone knew he was working on a collection of political poems?" (161) Shamsie inquires. The partition of India and the establishment of strict political control by the Pakistani government altered the lives, lifestyles, and future of approximately two million people, including Aasmaani, her mother, and the Poet. Every character in Shamsie's novel who is affected by political conflict suffers from Necropolitical Trauma. They experience an identity crisis and memory loss as a result of this trauma. In her Trauma Theory, Cathy Caruth describes how trauma affects not only individuals but also leaves an indelible mark on both consciousness and unconsciousness. Kamila Shamsie demonstrates how the Partition endorses the bureaucracy and military in Pakistan to dominate the state's evolving structure. "It is true that in concrete battles, tyrants may have an advantage in terms of tactics, weapons, and ruthlessness." (306) Our means of protest attempt to shift the battles into abstract space. “Tyranny must be forced to defend itself through language. Weaken it through public opinion, Supreme Court rulings, debates, and subversive curriculum. Take control of the media, of the printing presses and newspapers, of pirate radio channels, of spreading the word.” (306) This statement encapsulates the current political squabble. Pakistan, as a new nation, faced extraordinary trials and tribulations that affected ordinary citizens like Aasmaani, but she fights everything that stands in the way of her freedom and her voice against brutal dictatorship. "Character is merely an invention, but it is an invention that serves as both a reason and a justification for our behavior." (90) Shamsie's statement helps to understand how a young child loses her identity as a result of a political crisis that causes a major trauma affecting her memory and locate collective unconscious memory of South Asians as depicted by Shamsie.

To summarize, Kamila Shamsie vividly depicts the political situation in Pakistan following India's partition and its impact on ordinary citizens and their lives. "It already seemed impossible to have denied this truth for so long." (302) Shamsie reveals that people experienced partition in a variety of ways, including the way communal violence
manifested itself palpably in their midst, the deaths of family members, kinsmen, and friends, the trauma that young women endured as a result of sexual abuse, and the loss of properties and ancestral lands. Denying the truth does not make things go away or wipe them off the face of history. Broken Verses is a touching mother-daughter story in which Aasmaani struggles with memories from her unusual childhood throughout. "Do you realise how much I idolized you as a child? "When I was ten, you were Marie Curie crossed with Emily Bronte crossed with Joan of Arc." (128) Through the statement, Aasmaani demonstrates a strong and irreplaceable bond with her mother, attempting to portray the importance of her mother in her life by idealizing her mother by associating her with beautiful and successful women of history. "The office was so small that the two of us sharing its space seemed like an intimacy," (19) Aasmaani says. The plot also includes love, with mutual attraction developing between Aasmaani and Shehnaz's son. Shehnaz is Aasmaani's mother's friend, whom she meets while working at an independent TV station where she gets the job.

In Broken Verses, the trauma of forgetting and memory recollection is central to how characters connect with one another and detach themselves from the state in order to create their own histories. Individual experiences of class, gender, and difference are thus manifested through trauma, and the subject is demoralized by necropolitical governance and power that seek to erase specific bodies. The use of social and political power to command how some people live and how others must die is referred to as necropolitical governance. The novel's necropolitical act is the brutal murder of The Poet. The body becomes a focal point of historical trauma as characters strive for social justice, encountering a tangle of moral and ethical quandaries along the way.

The novel's most disturbing observation, that of trauma, mental disassociation, and a broken body, is found in the character of Aasmani. She is an obvious witness to Pakistan's democratic crisis, and her mother's direct experiences with the necropower of a militarized state haunt her. "My teachers used to tell me that I was the girl who could be anything, and I believed them. I just didn't realize anything could include this." (70) This statement demonstrates Aasmani's desire to be a better version of herself rather than simply suffering from childhood trauma and an identity crisis. The writer combines Aasmani's memory of the complicated lives of Samina and Omi with the obvious inclusion of the eminent case of Safia bibi to demonstrate how the necropower of the state is ratified on women's bodies. The case exemplifies Sharia law's prejudice: despite the fact that Safia's father filed a rape report, the law punished a blind labourer woman for adultery while allowing her rapists, landlord, and others to go free. This is a significant event in the history of Pakistan's Women's Movement in the 1980s. Activists were taken aback and reacted by contesting the law and challenging the so-called Zina Ordinance. All of history's events lead to Aasmani's mental trauma and identity loss.

Cathy Caruth also emphasises trauma as a result of the Vietnam War, which gained more concrete prominence as a topic of study at the time of its codification in

*University of Wah Journal of Social Sciences* Volume 5, Issue 2, December 2022, pp. 57-64
1980, as PTSD (Post-Traumatic Stress Disorder). Broken Verses is a mystery novel with social and political commentary. Shamsie's novel exquisitely captures Pakistan's assurance and the country's disruptive political veracity. Omi's prison poems depict the various scenarios in which he is imprisoned and awaits his death as a result of cruel torture. Each lash of a whip is a reminder of tyrants' insecurity, and a rumor of his execution is a source of sadness.

**Conclusion**

The study comprises of Broken Verses by Kamila Shamsie as the primary source and Trauma Theory by Cathy Caruth as the secondary text. The critical study helps to understand how a young child loses her identity due to political crisis that causes a major trauma effecting her memory and then locates collective unconscious memory of South Asia. The separation of India and firm political control implemented by the Pakistan government changees the lives, lifestyles and future of about two million people. Kamila Shamsie proves that Partition endorses the bureaucracy and the military in Pakistan to dominate the evolving structure of the state. The political supremacy of the civil-military fascism in Pakistan is also proof of the pre-eminence of Punjab in the post-colonial state of Pakistan. The novel shows the history of Pakistan, social and political traumas of reformist activists and their future. The events of the story occur at the end of the 1980's manifested by violence and state exploitation.

Shamsie shows complicated relations between a mother and daughter caused by political violence and dictatorship in Pakistan. These Mother-daughter relations echo and are derived in part from the deep bond that Aasmaani develops with her mother. The personal issues and the changed life of Aasmaani Inqalab, involves trauma due to loss of parents and mother's love, emotional suffering and a quest for personal identity. The main problem for Aasmaani is the absence of her mother's love which is important for every child.
References


Non-Traditional Security Narrative and National Security Policy of Pakistan: Limitations and Policy Recommendations

Dr. Syed Qandil Abbas
Assistant Professor, School of Politics and International Relations, Quaid-i-Azam University, Islamabad
Email: syed572@hotmail.com

Maheen Cheema
MPhil Scholar, School of Politics and International Relations, Quaid-i-Azam University, Islamabad
Email: cheema_mc@hotmail.com

Abstract

Since 1947, Pakistan had an Indian-centric security policy, but after 1979, situation in Afghanistan became a concern for Pakistan's security as well. Later after 9/11, a new security threat emerged in the form of terrorism and this security challenge was also included into Pakistan's security policies. Despite these security concerns, Pakistan never documented an official national security policy for the country. Until recently Pakistan's first official national security policy was made public titled as 'National Security Policy of Pakistan 2022-2026' that is based on a citizen-centric approach, and with a focus on geo-economics together with geo-strategy, the relationship between economic, traditional, and human security is emphasized by keeping the economic security at the center of this comprehensive national security of Pakistan. But, at the same time, this policy document has certain shortcomings as well. This paper primarily discusses the 'National Security Policy of Pakistan 2022-2026', highlighting the non-traditional security challenges to Pakistan that the document fails to mention. The paper also explains the implementation of the non-traditional security narrative in Pakistan through the provisions of the required institutions and the recommendations to make this an actual comprehensive national security policy for Pakistan.

Keywords: National Security Policy, Non-traditional security, Economic security, Human security, Institutions

Introduction

On 14th August 1947, Pakistan gained independence but soon realized that the new country faced immense security challenges from its neighbor India, especially, regarding the territory of Kashmir. With three wars fought in 1948, 1965 and 1971, there has been a limited war in 1999 together with conflicts and cross-border firing incidents between Pakistan and India. In 1998, these security challenges shifted from conventional military threats to nuclear threat after nuclear tests were conducted by both India and Pakistan. During this time, Pakistan had a focus towards Afghanistan as well when in 1979 Russia invaded Afghanistan, and Pakistan helped US and its allies in containing Russian invasion, and bringing an Afghan government in power.
that would be favorable and beneficial for Pakistan. With a deep focus on traditional security threats, the non-traditional security (NTS) challenges remained neglected. Terrorism was the main NTS threat that emerged after 9/11, and while Pakistan was engulfed in the war on terror campaign it provided an environment for other NTS threats to grow and flourish (Mansoor & Mukhtar, 2021). Despite these challenges an official national security policy was never developed in Pakistan and still with the emergence of NTS threats, Pakistan still focused on India and state-centric security policies. It was until 2014 that the realization grew to develop a comprehensive security policy of Pakistan that would include NTS challenges to Pakistan as well. On 14th January 2022, the National Security Policy (NSP) was formally developed and made public titled as ‘National Security Policy of Pakistan 2022-2026’, but it has shortcomings that need to be addressed. This paper addresses those shortcomings of the NSP and explains the implementation of NTS narrative through the required institutions.

This article is divided into different sections. The first section describes in detail what is the NSP of Pakistan. The second section explains the concept of NTS while the third section gives an analysis of the NSP explaining the successes and shortcomings of this policy document. Fourth section explains the working of the institutions in Pakistan with reference to NTS narrative, followed by conclusion and recommendations.

**National Security Policy of Pakistan 2022-2026**

After rigorous efforts for seven years, with policy formulation process beginning in 2014 to develop the NSP of Pakistan, the public version of around 54 pages was officially released on January 14th, 2022, titled as ‘National Security Policy of Pakistan: 2022-2026’. The full version of this document is 110 pages that is not available for public at this stage. This comprehensive security framework is based on the citizen centric approach with economic security at its core and focuses on geo-economics together with geo-strategy. Also, this document appreciates the interdependency between economic, traditional, and human security that will help in preparing Pakistan for better security outcomes for the country in coming years as gains from the economic sector can be used for traditional security and human development. Moreover, this policy document contains eight sections, with the first two explaining the process of formulating the policy and the conceptual elements of the security policy of Pakistan along with the principles that help in understanding the process of formulating the policy as well as its implementation process while the rest of the six sections deal with different themes related to traditional, economic, and human security aspects (National Security Division, 2022).

Within the economic security domain, three economic challenges have been mentioned in this document that are a challenge for the national security of Pakistan. The first one is the ‘external imbalances’ that is because of higher foreign exchange outflows, second challenge is related to the socio-economic differences between the rich and poor, and third is the economic disparities between different regions in Pakistan. It also discusses the direct impact of opportunities and challenges within different sectors on the above-mentioned challenges and the policies for combating the economic security challenges by having a sustainable growth rate and development. This document calls for establishing regional connectivity, increasing...
exports, developing blue economy, managing fiscal deficits, reforming the energy sector, providing affordable education, bringing in technology and innovation, and preparing skilled manpower according to international market demands to help bring in remittances for the country (National Security Division, 2022).

The NSP discusses the human security domain in length, explaining the challenges and policies related to this area. The document explains that how the rise in population especially with an increase in youth population within Pakistan is becoming an economic challenge for the country. Also, it has been discussed that over the years there has been a rise in urban migration calling for development in rural areas and introducing urban planning initiatives. In terms of linkage with national security, another sector has gained prominence after Covid-19 and that is the health security. According to this document, Pakistan needs to introduce healthcare reforms and needs to maintain quality health facilities that are affordable for the public and needs to continue health insurance programs. Another threat to Pakistan is of climate change and efforts have been taken already like setting up a ministry together with a Climate Change Policy and tree plantation campaigns. Water management policies and climate mitigation and adaptation policy efforts must be made as well to counter climate challenges. Food security also needs to be ensured within Pakistan as there are multiple challenges in this regard within the country. Agricultural reforms, access to healthy food and an increase in exports can help in regard to food security. Human rights and gender equality is also needed within Pakistan by providing safe environment, and working opportunities to women and transgenders and providing them protection against gender-based violence (National Security Division, 2022).

While discussing about defense capabilities and traditional security challenges on land, air, water, and space, it mentions for the first time the NTS challenges to the security of the state of Pakistan in the form of cyber security and hybrid warfare. This document also discusses the challenges to national unity because of different cultures and identities within Pakistan, and also because of the socio-economic inequalities along the lines of poverty or due to geographical reasons coupled with external interferences that are trying to promote disharmony within Pakistan. Terrorism, radicalization, extremism, drug trafficking and organized crimes are some of the other internal security challenges to Pakistan mentioned within this policy document. Pakistan’s foreign policy with different countries, and multilateral cooperation within international and regional organizations is discussed too, calling for economic diplomacy, while, at the same time, strengthening the political diplomacy as well because by using political relations, Pakistan can have economic gains by establishing new economic alliances and partnerships (National Security Division, 2022).

**Concept of Non-Traditional Security**

For this article, the concept of NTS needs to be explained as it will be used further in this study. After Cold War ended, the concept of security began to evolve to accommodate threats that were non-military in nature and did not focus too much on territorial security. It was at this time that the concept of human security began to emerge. Under the Human Development Report 1994, seven broad categories were identified that included the threats to human security namely economic security, food security, health
security, environmental security, personal security, community security, and political security (UNDP, 1994). But many scholars argued that the concept of human security was too broad, and it focused only on the survival and well-being of humans. Scholars like Buzan, Weaver and de Wilde in their work also expanded the meaning of security, and identified political, economic, societal, and environmental sectors of security along with military security (Buzan et al., 1998). But a much more detailed explanation of NTS was later given by the Consortium of Non-Traditional Security Studies in Asia which defined this concept in the following words: “Non-traditional security issues are challenges to the survival and well-being of peoples and states that arise primarily out of non-military sources, such as climate change, resource scarcity, infectious diseases, natural disasters, irregular migration, food shortages, people smuggling, drug trafficking and transnational crime” (Caballero-Anthony, 2016). So, according to this definition, NTS not only focuses on humans like previously human security did, but it also includes threats to both individuals and states that are non-military in nature and requires non-military means to deal with them as traditional approaches are not enough to counter these threats. This concept will be used in the following paragraphs to discuss the NTS challenges to Pakistan that have been overlooked in the NSP, and how this security narrative can be implemented through the institutions.

The National Security Policy of Pakistan: Strengths and Shortcomings

This document titled “National Security Policy of Pakistan 2022-2026” is an achievement for Pakistan, as since independence we had been unable to formulate the official national security policy, and the policy we had in an undocumented form for all these years was Indian-centric and focused mainly on traditional security challenges to Pakistan. This document is a move away from that state-centric approach to citizen-centric approach, and it is the first time that Pakistan has recognized that there are other challenges to the country as well especially related to economic and human security which had been overlooked over the years. This document being a comprehensive national security document also outlines the traditional security threats to the defense and territorial integrity of Pakistan, but, at the same time, it recognizes the NTS threats related to cyber security and hybrid warfare that are becoming a challenge for the security of the state of Pakistan internally and externally.

Despite, being an achievement for Pakistan, there are several shortcomings in this document as well which need to be addressed and will be explained in the following paragraphs. Although this document mentions about non-traditional security, but it fails to consider the actual concept of this security domain. According to the definition of non-traditional security, as mentioned before, these are the security challenges to the well-being and survival of both people and the state, but, unfortunately, this document has adopted a citizen-centric approach with focusing on economic and human security. Within the policy document, there are places where economic and health security is linked with the security of state, but it does not consider the issues related to the rest of the human security domain that are challenging the security of the state and well-being. So, NSP does not consider the actual concept of NTS which is the biggest shortcoming of the document.

Also, there are numerous NTS threats that Pakistan is facing that NSP fails to mention. Currently, political differences and political instability is one of the biggest security challenges for Pakistan. Unfortunately, since independence, Pakistan could not have a stable democratic government, and up till now not a single government has been unable to complete its five-year tenure. This political instability has also been caused by military takeovers time and again. Also, political parties of Pakistan have failed to cooperate with one another. Like in the past few months, a collective dialogue of all political parties has not been achieved even after public invitations from Prime Minister Shehbaz Sharif to PTI Chairman Imran Khan to have talks for solving the ongoing economic crisis which the latter turned down (Arab News PK, 2022;
Even prior to this, whenever PTI government wanted to implement policies for the public, they were criticized by the opposition, and there were constant walk outs from the National Assembly, despite the fact that the ones sitting there are elected representatives of the general public of the country who elect them to promote their interests and solve their issues, not to fight among themselves just because they are from different parties having their own personal agendas. Ultimately, this political competition is weakening the law-and-order situation of the country leading to low economic growth, and is fueling a negative image of Pakistan, while, at the same time, it is benefitting our adversaries and is providing them with the opportunity to take advantage of this situation to destabilize Pakistan. Similarly, there are no longer just religious or ethnic sects, there are now groups based on affiliations with the political parties of Pakistan that are becoming a security concern for the country. Humiliating others based on their political affiliations is becoming a norm in our society which can escalate into fights and bloodshed in future which is an alarming situation for Pakistan (Dawn, 2022a; Dunya News, 2022). Overall, these political differences are sabotaging the efforts to tackle the rest of the non-traditional and traditional security challenges that Pakistan is facing providing opportunity to adversaries and terrorists to gain ground for disrupting the state security. Dr. Nazir Hussain, in his article, also raised the concern regarding political and economic instability, and explained that the major security challenges to Pakistan whether it be terrorism, climate change or food scarcity arise from these internal political and economic challenges. So, to have a long-term visionary security policy, both internal and external security objectives and interests should be included to attain the comprehensive national security policy that Pakistan has been lacking (Hussain, 2021).

Also, there are numerous economic security challenges that pose a threat to national security of Pakistan and has a spillover effect on other sectors as well. One of the NTS challenges that Pakistan is facing, especially in terms of economic security, is of brain drain but rather than acknowledging the negative effects it is having on the economy and the country, it is mentioned as an opportunity for the benefit of the country. More than 5.3 million Pakistanis have moved abroad in search for better opportunities at life since January 2022 (BEOE, n.d.). Although there is a hidden advantage of brain drain in terms of bringing in remittances, but it is a short-term solution to improve the economy because if they stop sending in remittances under sudden circumstances the country’s entire economy would collapse. So, rather than focusing on short-term gains of remittances, long-term economic solutions in terms of tax reforms are needed. In Pakistan, tax collection compulsion is just for the middle class while the business and industrial community gets exemptions from the government. Thus, this is becoming an economic challenge for Pakistan and is also a socio-economic challenge especially for the middle class.

Another economic security challenge is regarding the State-Owned Enterprises (SOEs) in Pakistan that are in loss and are devastating for the economy of Pakistan. There are around 212 SOEs in Pakistan, out of which 85 are commercial SOEs, and during the year 2018-2019, sum of the losses of the 10 of the most loss making commercial SOEs contributed to 90% of the total losses that included Pakistan Railways, PIA, Pakistan Steel Mills, NHA and different power DISCOs (Finance Division, 2021a). As the state is spending billions on these SOEs while they are not bringing in any profit for the country, it is negatively impacting the economic growth and the economy, and it impacts the state security as well.

Pakistan is also facing another NTS challenge in the form of refugees. Pakistan, since 1979, has been home to millions of Afghan refugees making Pakistan the third largest refugee hosting country of the world (Amparado et al., 2021). Around 1.3 million Afghans are registered in Pakistan (UNHCR Pakistan, 2022) while there are so many more who are not, especially after the influx of refugees post US withdrawal. Apart from the security threats, they are having a socio-economic impact on our country as well. At a time when we are struggling to feed and fulfil the needs of our own people, there are so many refugees that are depending on Pakistan for their needs too. As a result of this, there is a heavy burden on the already diminishing natural resources in Pakistan as well as on the overall crippling economy of our country.
Currently, Pakistan is facing extreme environmental security challenges and although Pakistan contributes less than 1% to total carbon emissions, it has been constantly included in the list of top ten countries that are the most vulnerable to climate change (Shahid & Adnan, 2021). So, Pakistan is suffering from floods, rapid glacier melting, glacial lake outbursts and changes in temperature and rain pattern because of international carbon emissions from developed countries. But they are not the only ones to be blamed. There are internal environmental damages in Pakistan as well like construction in riverbeds and ephemeral streams, cutting of trees on a large scale especially for development purposes, excessive private transport usage and increase in urbanization. So, when our own model is impacting the environment adversely how can we expect the world to realize their environmental mistakes leading to catastrophe in Pakistan (Imran, 2022). Similarly, Pakistan is suffering from air pollution as well. Every year Pakistan faces the problem of smog in winters causing health problems and accidents. Pakistan has the 3rd worst air quality in the world as of 2021 (IQAir, n.d.) and Lahore is considered as the most polluted city of the world (Ali, 2021). These figures show the level of air population in Pakistan.

Another NTS challenge is regarding the education system. Rote learning and faulty examination system have disrupted the basic education system of Pakistan. Also, most of the syllabus being taught in Pakistan is outdated. We do need advanced technological education but first the basis of the entire system needs to be improved. Also, while calling for affordable educational system, there have been budget cuts, and asking universities to generate their own funds by increasing fee which is making government universities almost as expensive as private ones, making it impossible for students from lower class and even from middle class to attain higher education (The Express Tribune, 2019).

In addition, there are numerous health challenges as well that Pakistan has been facing. Although, the realization of health security emerged after COVID-19 pandemic, Pakistan has been facing multiple health challenges for a very long time with only spending about 1.2% of the total GDP in 2020-2021, according to the Economic Survey of Pakistan (Finance Division, 2021b). HIV/AIDS, TB, Malaria, Dengue, Hepatitis, Influenza, and Measles are just few of the diseases that are prevalent in Pakistan at a large scale (Khalil et al., 2017). Then, there are problems in the overall healthcare system of Pakistan like there is no improvement in health infrastructure, and the salaries of the people of health sector are not up to the mark. Also, most of the rural areas do not have healthcare facilities available. Pakistan spends about $37 per capita on health while the recommended amount is $44 per capita by the WHO, and Pakistan has been ranked at 122 out of a total 190 countries by WHO in health care (Farooq et al., 2021). Another problem, related with health security, is regarding the religious misconceptions within Pakistan that is becoming a hurdle in containing diseases like Polio (Nawaz et al., 2021). These health-related issues are not only a challenge for the citizens of Pakistan but also for the state security, and it is very evident from the fact that after Covid-19 the health sector collapsed effecting the economy of Pakistan and there was constant threat of unrest within the country as well (Jaspal, 2020).

Also, Pakistan is facing food security threats especially in terms of locust attacks. Pakistan, since independence, had locust attacks in 1952, 1962, 1992, 2019, 2020 and 2021 which is a clear challenge for the agriculture and economy of Pakistan. It has been estimated that in fiscal year 2020, Pakistan faced a decline of 2% in the economic agricultural productivity because of the locust attacks. These locust swarms impacted crops of mangoes, cotton, potatoes, and wheat which are some major crops of Pakistan that are even exported to other countries (Showler et al., 2022). Such educational, health and food security issues can have an impact on development of Pakistan and on the state security as well.

**Institutions and Non-Traditional Security Narrative in Pakistan**

In Pakistan, since independence, the focus has been on the military sector because of threats from India, terrorism, and weak law and order situation of the country, so institutions concerned with traditional security have only been developed over time. Also, a major part of the budget each year is spent on defense
sector while other sectors like health and education get a very minor share. Because of the development of military sector over the years, most of the institutions related to disaster management like National Disaster Management Authority (NDMA) are being run and controlled by the security forces, and even in emergency situations within Pakistan it is the military that steps in to help. So, the only institution that is working for certain NTS challenges are just the institutions that have focused on traditional security. But now with the acceptance of NTS narrative, there is a challenge for the non-military institutions of Pakistan to implement policies concerning these NTS challenges.

It is a grave concern within Pakistan that the political institutions have weakened with time especially due to the political differences within the political parties of Pakistan. These differences have become a hurdle in the working of other institutions as well because if one party is in government and they take certain policy measures, when the next party comes into power, they dismiss those policies and start from scratch according to what they want. Even if policies are not dismissed, the party in power gets criticized by other parties for doing something they themselves had done previously. In 2019, the then Prime Minister Imran Khan created National Development Council and had Chief of Army Staff (COAS) as a member of it, but PPP criticized that already there was a National Economic Council, and why was COAS a part of it and if he had to be a part, there was already a National Security Council with finance minister being a member of it (Khan, 2019). Recently, when COAS talked to US officials and later to UAE and Saudi authorities to secure an early disbursement of $1.2bn in funds under the IMF program, Imran Khan criticized that why was he interfering in it as it is not his job to deal with economic issues (The News, 2022). Also, most of the security institutions like Cabinet Committee on National Security (CCNS) and National Security Division (NSD) all have Prime Minister as the head, so it is just one person who makes all the decisions according to his own thinking and choices (Hussain, 2021). This clearly indicates why institutions fail to work effectively and to formulate sound policies.

Moreover, there exist different ministries, councils and commissions developed primarily to tackle different NTS challenges like National Economic Council, Ministry of Climate Change, Pakistan Environmental Protection Agency, National Response Centre for Cyber Crime, Ministry of National Food Security and Research, Ministry of Poverty Alleviation and Social Safety, National Commission on the Status of Women, and National Commission for Human Development. Along with these institutions, there exists policy frameworks as well together with timeframes to implement them but, unfortunately, in Pakistan there is no transparent check and balance. Also, political instability curtails any efforts made in this regard by these institutions. Moreover, bureaucracy is also forced to take political sides which further weakens the working of the institutions.

In addition to this, with major part of the budget going towards the defense sector, Pakistan is failing to cope with the NTS threats. Recent floods in Pakistan have destroyed nearly 15% of rice crop and 40% of the cotton crop, and it has been estimated that the total financial flood damages account for more than $30bn (Entcheva, n.d.). If Pakistan would have spent even $1bn there could have been less damage to the country. Pakistan does need budget for defense purposes but at the same time non-traditional sectors need finances to work as well.

Furthermore, Pakistani government cannot just take steps domestically, there is a need for regional and international cooperation as well. Unfortunately, Pakistan has a weak foreign policy and weak lobbying, and even within international institutions the focus of Pakistani government is on the issues of Kashmir, India, and Palestine. Pakistan, thus, needs to have a strong foreign policy, and need to have strong lobbying tactics to acquire international cooperation that is needed on the matters of NTS issues. India, for example, retain their economic relations with all the major countries even when they have any military issues with any country like they are working to contain Chinese expansion and have border issues with them but, at the same time, India is maintaining economic relations with them. This, in return, has benefitted India immensely as international community is cooperating with them is all sectors of security whether it is traditional security or NTS sectors, and other countries are also taking a stand for them in
acquiring representation in different international institutions. But Pakistan, on the other hand, has failed in this regard, as Pakistan has developed relations with other countries depending on the defense relations with them which is having an impact on the international standing of Pakistan. Pakistan’s negotiation skills are weak to the extent that for a very minimal amount from IMF, Pakistan has agreed to every demand of theirs, bringing the economy of Pakistan into a crisis that is negatively impacting the country altogether.

**Conclusion and Way Forward**

The first ever security policy of Pakistan 'National Security Policy of Pakistan 2022-2026' was unveiled to the public on 14th January 2022. Despite this document being the first national security policy of Pakistan and acknowledging the economic and human security aspects, there are several shortcomings of the document. Although NSP and the institutions recognize the NTS challenges to Pakistan, the document fails to consider the actual concept of this security domain. Also, there is no explanation of how political differences, and political instability is the biggest security challenge for Pakistan and is creating lawlessness, is having an impact on human security, and is destabilizing our economy and the entire country all together. Moreover, this document lacks many economic security challenges that Pakistan must deal with like the issue of brain drain, and loss making SOEs. Influx of Afghan refugees is becoming a security threat and are posing socio-economic challenges as well for Pakistan as fulfilling their demands is burdening the economy of the country. Similarly, Pakistan is facing immense environmental security challenges like floods including urban flooding, and air pollution. Pakistan has educational and health challenges as well which are a threat to both the citizens and the state.

Now with the recognition of NTS challenges, institutions are required to implement the required procedure needed to tackle them. Development of military sector, excessive defense budget and political differences are creating a hurdle in this process. For institutions to develop, there is a need to shift focus from military to non-military institutes, and budget needs to be channelized to these non-traditional institutions as well. Political parties need to work together as well to make better, comprehensive policies to deal with the new emerging challenges, and this will, ultimately, lead to better performance of other institutions. Rather than forming new councils, commissions, or frameworks after change in government, improve the working of the ones that are already existing. Along with this, professionals need to be recruited in a particular domain according to their educational qualification and merit, and reforms are required for recruitment in civil services as well. Also, involve think tanks and scholars in the decision-making process. Rule based order together with transparent check and balance is needed as well for implementing the non-traditional framework in the given timeframe. Together with this, there is a need to acquire international and regional support which can only be done through better foreign policy.

To make this national security policy truly a comprehensive policy, there is a need to include the NTS challenges that the current document has failed to acknowledge. In addition to this, comprehensive policies need to be laid down to deal with them, and most of these policies need to be made public, so the people of Pakistan can know that the government along with the institutions are working to tackle the NTS threats that Pakistan is facing. Also, this security policy can only be made comprehensive when the required institutions for NTS are made strong enough and improved enough that they can highlight what the actual ground realities are and which policies are needed to overcome them, and this all can be done when professionals of that field are recruited who have the actual knowledge about that sector. Only by making the improvements in the document itself and in the institutions, a true comprehensive national security policy of Pakistan can be achieved.
References


Arab News PK. (2022, June 8). At pre-budget summit, Pakistan PM calls for “charter of economy” to ensure policy continuity. Arab News PK. https://arab.news/mdx2m


IQAir. (n.d.). *Pakistan Air Quality Index (AQI) and Air Pollution information | IQAir*. Retrieved October 1, 2022, from https://www.iqair.com/pakistan


