



*Emerging Trends in Education
& Social Sciences (Online)
Extracted from ICETESS-2021*

By

**Prof. Dr. Ghazala Yasmeen
Dr. Maria Khan
Dr. Farah Khan
Dr. Misbah ul Islam
Muhammad Hashaam**



**WOMEN UNIVERSITY MARDAN (WUM)
KHYBER PAKHTUNKHWA (KP), MARDAN**

Edited Book

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Emerging Trends in Education & Social Sciences

Extracted from ICETESS 2021

ICETESS 2021 EDITTED BOOK

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Editorial Board Introductions

PROF. DR. GHAZALA YASMEEN

Professor Dr. Ghazala Yasmeen, Vice Chancellor Women University Mardan stands out as a glaring name certainly a dynamic and talented figure among Vice Chancellors in Pakistan. What makes her distinguished are her tireless efforts in the field of research regarding Women Empowerment. She received University Gold Medal, Star Women International Award and Quaid-e-Azam Award and Fellowship of The Royal Society of Arts, United Kingdom. Besides presenting her research at many national and international conferences, she owes number of research publications to her credit in reputable international impact factor journals, most of them related to the women empowerment and education.



She utilized all of her skills and efforts to contribute to the social sector being a resource person for the education of women. She is a founder vice chancellor of Women University Mardan. Her tenure as a vice chancellor is prolific and commendable as she remained actively engaged in academic as well as professional development. Not only that her administrative skills and professional expertise are no less astounding as she left no stone unturned into turning the Women University Mardan as an institution exclusively in the service of marginalized strata of our society and to make it an ideal place for the women of the region. Her empathy with women folk is evident from her die hard commitment, as she has not only put her heart and soul into erecting infrastructure for Women University Mardan but nurturing it from its infancy to a full-fledged blooming stage, hence providing opportunity to women of remote rural areas to get education within vicinity. The Academic development of the university reveals her unrelenting struggle. In order to promote research different seminars and conferences have been organized at both national and international level. The university has been successful in establishing national and international linkages in terms of academic cooperation and cultural exchange. The unparalleled landmarks for the university include recognition of the university by Higher Education Commission of Pakistan in the first academic session. For achieving the goal of Women empowerment she established a Community Center for Women Empowerment at women university Mardan where women are provided training for opening micro businesses. As Principal College of Home Economics she has also established a Female Incubation Center for the exhibition of students project work. Prof. Dr. Ghazala Yasmeen is an asset in the research, administrative and educational heritage. Due to her commitment and dedication she has earned a distinguishing place among scholastic standing.

DR. MARIA KHAN Associate Fellow (AFHEA)

Dr. Maria Khan is a multi-talented young educationist and professional in the field of Education. In her early start of career she served in prominent international organizations, radio and academia. Currently, she is serving as Assistant Professor in the Department of Education at Women University of Azad Jammu & Kashmir (AJK) Bagh. Recently, Dr. Khan has achieved the status of Associate Fellow (AFHEA) in recognition of attainment against the UK professional Standards Framework for teaching and learning support in higher education from Advance-HE United Kingdom under NAHE and HEC next phase of the National Program for Faculty Development (NFDP).



Dr. Khan received her Doctor of Philosophy in Educational Leadership & Policy (International & Comparative Education) from Beijing Normal University (BNU) Beijing China; a top leading Education University in China. Her PhD dissertation was focusing on ‘Role of Fundraising in Higher Education Institutions of Pakistan’. Her other areas of research interests include educational leadership, & philanthropy, Peace & conflict studies. During her PhD, she won two awards, for her outstanding contributions namely; Beijing Normal University 2019, Excellent International Graduate Award and Excellent Overseas Student University Scholarship Award 2016-2017, BNU, China. She proved leadership ability by serving voluntarily her School of Education at BNU as president of Faculty of Education (FoE) International Students Union (ISU) for three consecutive years during her PhD. Before joining academia she got professional training workshop from National Academy of Higher Education (NAHE) under the National Faculty Development Program (NFDP) 2020 of HEC, where she scored ‘Outstanding Leaders Award’. Previously, she got training on ‘Intercultural Reporting’ for Radio Presenters and producers from prestigious academy of Deutsche Welle, Bonn Germany. In addition, she also extended her volunteering services for internally displaced persons (IDPs) during 2005 earthquake in Balakot Pakistan, she voluntarily taught orphans (Pakistan & China).

Dr. Khan is constructively contributed during the phase of COVID-19 emergency through her research and teaching skills. She won SRGP research grant focusing the impact of pandemic in HEIs title: ‘*Where Do We Go from Here: A Case Study of COVID-19 Pandemic 2020 Impact on Higher Education Institutions (HEIs): Leadership Challenges and Responses*’. She published project paper and also collaborated with other such studies across the universities to disseminate the knowledge and awareness. Dr. Khan also delivered as invited professional through online forums like “Ai Mo Talks”, on “*Emerging Educational Technologies During and After COVID-19*”. Moreover, Dr. Khan’s other associated contributions towards the academia include Associate editor of *Pakistan Journal of Humanities and Social Sciences Research* (PJHSSR) a Higher Education Commission (HEC) recognized Journal of Women University Mardan. She published more than 17 articles in numerous national and international journals of good standing, and presented many articles in national and international conferences. She has organized “*International Conference on Emerging Trends in Education and Social Sciences, 26th-27th May, 2021 – Mardan, Pakistan*”, which was having the cause of acquainting society with required knowledge and experience of the global emergency. Dr. Khan main focus is on sensitization and concretization of the society through her dedicated services and intelligence.

DR. FARAH KHAN

Dr Farah Khan received her Doctor of Philosophy in Education from the University Utara Malaysia; an eminent management university in Malaysia. She has been serving as Assistant Professor/Chairperson, Institute of Education & Research (IER), Women University Mardan; Khyber Pakhtunkhwa, Pakistan. She has also previously served as Chairperson, Department of Political Science, Women University Mardan. Moreover, Dr. Farah holds an additional charge of Additional Controller of Examinations, Women University Mardan. Dr. Khan has been serving as the editor of *Pakistan Journal of Humanities and Social Sciences Research* (HEC-recognized).



She published more than 20 articles in various national and international journals of high repute, and presented many articles in national and international conferences, where she represented her University and country. She is an active reviewer of various national and international journals. She has organized “*International Conference on Emerging Trends in Education and Social Sciences, 26th-27th May, 2021 – Mardan, Pakistan*”. Dr. Khan also holds the honor of having organized several one-day training workshops on “*How to write Research Proposal/Thesis*”. Her area of interest includes teacher training, women empowerment, significance of education, and human capital. She is continuously engaged to contribute to the literature, and society with the prime aim to produce good human beings.

DR. MISBAH UL ISLAM

Dr. Misbah Ul Islam is an enthusiastic, researcher, Filmmaker/ Digital Media Art/Design Practitioner and an Educationist by profession with Media Art and Communication background. He is an Assistant Professor in Riphah International University, Islamabad, Pakistan His major domains are Arts, Technology, Aesthetics and Society. Did Masters in Multimedia Arts specialized in Film & TV in 2010. Professionally he developed TV/Video Graphics, Interactive Design, Digital Video & Film Production, Post-Production & VFX, also creates VR contents. Recently experimenting with the Virtual Production Unreal Engine.



Currently he is working on the various domains of Metaverse, its relevant technologies, and its ecology and other theoretical aspects. He got appreciation on his research on the topic of “Contemporary Image in New Aesthetic Environment” at SASSI-2020 Conference at University of Northern Colorado, USA. This conference was under the organization of Society for Academic Study of Social Imagery, USA.

Through his practice, dedication, and achievements, he proved himself as a Multidisciplinary Artist by working in diverse artistic domains. He engaged himself in painting, photography, sculpture, Filmmaking and Multimedia art related activities on National and International level. Recently experimenting with Unreal Engine to enhance the Video Film and Gaming/ Architectural Visualization. He received his PhD in TV Broadcast Art, in specialization with Digital Media Arts form Nanjing University of the Arts in 2020. He also published some quality research papers which are published in some good International Journals including two papers in SCOPUS Journals. Through his artwork participated in more than 14 International Exhibitions including China, USA, Turkey, Italy, Romania, Mongolia, India, Serbia, and Pakistan and won many international awards. He has also participated in many conferences and Seminars Internationally as a keynote speaker and active participant. Currently he is serving as Educationist in the domain of Contemporary Applied Media.

MUHAMMAD HASHAAM

Muhammad Hashaam Khan, the Executive Director of Korbah Welfare Organization, is an avid social worker and youth leader. He is intended on reaching out to the marginalized and disadvantaged population of society including Internally Displaced persons, people facing oppression in various forms, and the poverty-stricken multitude. He also works hard for giving voice to the issues faced by minorities in Pakistan and puts in every possible effort to redress their problems and grievances. He is actively involved in the rehabilitation of drug addicts who are most of the time even abandoned by their own families and helps them return to normality. He holds a Bachelor's in Economics Degree that he earned after getting through his Cambridge Examinations with flying colours. During his years as a student, he organized Youth Model United Nations which earned him the award of Chief of Staff, Peshawar Youth Model United Nations 2016. Hashaam Khan is a diligent researcher and has published his research works in high-edged international research journals. He also has a keen interest in attending conferences and in this connection, he has participated in a number of international conferences and presented his research work at a very young age.



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The data and publishing responsibility in this book belongs to the authors.

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Summary of the Book Chapters

1. The article “**PhD Identity in an Era of Crisis: A Reflection and Auto-Ethnography of a Beijing Based PhD Scholar during the Early Stages of the COVID-19 Pandemic**” utilizes Auto-Ethnography and interactive interviews with four PhD students to reflect on the confusion and the lack of normalcy that began at the beginning of the COVID-19 pandemic. As the author *Stephenie Hollings* and those she interviewed were all PhD students at a leading Chinese university what is showcased within these various reflections is students who were locked out of their host country and denied one of the most intrinsic aspects of being international students i.e. mobility. It is thus this reality that then is revealed within this article and its impacts on the numerous identities forming and clashing during a doctoral program which as this article shows has very tangible impacts on each individual student and their PhD journey.
2. The chapter title, ‘**Thematic Analysis of Current Affair Talk Shows of Pakistani Media**’ by Tufail Akram & Rehmanullah, revealed the key contemporary themes of the various talk shows in the current news media of Pakistan. The chapter highlighted the importance of current news channels which are the immense source of experts’ opinion and information for the general public regarding politics, education and the economic situation of Pakistan. This study highlights a few examples of the news talk shows and critically concluded that more than 50 percent of the talk shows are based on politics and all other areas are less covered in the shows. The authors suggested to all the news media of Pakistan to bring variety in their shows and less concentrate on decontextualization of political issues which leads to unclarity.
3. The chapter “**Socio-Economic and Political Determinants of Violent Extremism in the Context of Pakistan**” is a thorough study about the indicators of violent extremism in Pakistan. The author *Ahmed Ali* attempted to pinpoint the root causes of radicalization and its horrific consequences for Pakistani society. Glorification of extremist ideologies in Pakistan in socio-economic, political and religious forms endangered the lives of the majority of innocent people in Pakistan’s pluralist society. Apart from religious extremism, this study examined many other forms of extremist behavior such as political, socio-cultural, and economic in detail. The second part of this chapter analyzed some government measures to tackle the issue like the establishment of the National Counter Terrorism Authority, making and implementing the National Action Plan and the Pakistan Internal Security Policy I and II. In the last part of this research study, few empirical policy mechanisms are suggested on the basis of findings of the study which may help the government to tackle the issues of radicalism and extremism.

4. The chapter **“National Security Complexes and the Realization of the Sustainable Development Goals: Comparative Assessment of Pakistan and India”** describes the sustainable Development Goals (SDGs) of the UN are meant to improve human security. All the members of the UN are to work to achieve the set targets. India and Pakistan have also been working to improve the conditions of its people, but they are facing issues of resources and focus. Both the countries have different success stories to have caused improvement in various sectors. India’s track record is better than Pakistan in this regard. If we assess in terms of preparedness, India can spare more resources to human security, as it is better in economics and GDP. The final conclusion that we can derive from the stated facts, the success of India and Pakistan with regard to SDGs, is somehow inversely proportional to their spending over defense.
5. The study **“Exploring the Sources of Self-Efficacy in Female Pre-Service Teachers Enrolled in a Government University of Pakistan”** examined the sources related to the self-efficacy of four currently enrolled student teachers in a teacher training program at a public university in Pakistan. In-depth interviews were conducted to find out which experiences served as sources for increasing self-efficacy. Therefore, the results of this study were only those sources that contributed to increasing the self-efficacy of student teachers. The interviews were conducted under the guidance of Bandura's Framework of Theory. Results indicated that social beliefs and coping experiences were the most influential sources of their self-efficacy during their teacher education program. Two other sources of vacuous experiences and psychological effects also played their part in building trainee teachers' positive self-efficacy, but not like social beliefs and coping experiences. The most important experiences were observing other teachers, instructional advice in various ways, appreciative comments as a teacher, teaching practices and past experiences. Including these most prominent sources, other findings from the sources are also illustrated in this study with the positions and perspectives of Pakistani teacher trainees.
6. The chapter, **‘An Analytic Study of the Unending War of Language in African Post-Colonial Literature’** by Shagufta Gul and Dr. Liaqat Iqbal is based on the issue of the use of language for expressing the culture and identity of Africans post-colonization. There are two main strands that are discussed in the study. One’s led by the famous modernist African writer named Achebe who is a staunch believer of using English to express African identity as he believes that English being an international language enjoys wider audience while the second school of thought belongs to Ngugi and his followers who argue English should be left altogether as Africans do not need the language of the oppressors and the colonizers because African languages are sufficient for that purpose. The study has discussed in length both the views with examples from literature supporting both stances and has concluded that in fact both point of views in their own right are correct and Africans must focus on their indigenous languages at school and education which they have shunned at the curtsy of western agenda, motives. They should also be proficient in English so they use that language as a tool against neo-colonial agenda.

7. The chapter **The Impact of Talent Management on Students' Satisfaction: A Case Study of Public Sector Universities in Mardan** by Sajida Karim & Saima Bano explains that how Talent Management affects Student Satisfaction of the public sector universities. This study provides a framework for Higher Education Institutions in designing their policies relating to workforce development, training, and retention that will increase student satisfaction. Secondly this study can help universities create plans for implementing talent management procedures within their institutions. This chapter of the book examines the distinctive effects of Talent Attraction, Talent Retention, and Training & Development on Student Satisfaction Students as students are the main assets for every educational institute. The economic progress of countries is directly linked with the students' academic performance, and it plays significant role in producing the best graduates who will become manpower for the nation and will be responsible for country's economic development.
8. The chapter **'Hybrid Warfare: Is It a Myth or Reality? It's Impacts on Pakistan'** explains the expansion of the technology in every walk of life has changed all the ways of the socio-economic and the warfare nature. The authors of the article brought in light the impact of the hybrid warfare on Pakistan and clarifies that cyber war will bring to the humanity greater unrepairable disruption. The chapter has generated awareness that hybrid war is reality and it is not a myth; has effects on Pakistan because of its geographical position in the region. The intimates by highlighting the world technological outbreak on the Pakistan's rivalry in the region, to get ready to deal with the worsening of the any further situation.
9. The chapter titled **'The Impact of Female Higher Education on Socio-Economic Status of Families in Peshawar: North West of Pakistan'** analyzed the impact of the awareness regarding the female higher education over the last four decades. The author Prof. Dr. Ghazala Yasmeen coined novel term women in Development (WID) to highlight the role of women in wellbeing of families and society that intensify the social and economic development at large. The study emphasizes on critical instrumentality of Female education in achieving self-respect, awareness, empowerment, improved level of health and living. In a society. Chapter determined the impact of Female Higher Education on standard of living of the household; the impact of female higher education on family income and the effects of female higher education on health indicators. It is revealed an encouraging correlation between Socio Economic Status of the Family and Female Higher Education which has constructively influenced the socio-economic growth of the Peshawar: North West of Pakistan.
10. The book chapter by **'Online and Distance Schooling in Elementary and Secondary Educational Institutions: A Compulsion in light of COVID-19 Pandemic'** by Jamil Ahmad Khan and Dr. Muhammad Naeem Butt aimed their study on the challenges a large number of schools faced challenges during COVID-19 pandemic and how they maintained teaching learning process while facing threat of extended closures. A

qualitative method was adopted by analyzing the secondary data. In this respect pertinent literature was visited to get the essence of continued learning during these unprecedented times. Findings reveal that the schooling system of worldwide are adopting online and distance learning system slow and gradually. Findings also reveal that apart from resources, readiness of teacher, self-confidence, motivation and accessibility of students play an important role to introduce ICT integrated learning system inside the classrooms. The study proposes that school staff should use technology and ICT tools to continue learning especially during these exceptional times. Findings also suggest that online and remote learning is very crucial in times of social distancing and lock downs due to COVID-19 pandemic. It also offers a strong platform for further research.

Book Summary

After December 2019 till now globally education at all levels is greatly transformed in its spirit and practice. The technological transitions introduced new challenges and trends into the formal systems of teaching-learning arena hence these improvements brought conversions in teaching methodologies and pedagogies but it also renovated the ways and means of learning as well. The global emergency phase has blessed the global teaching with most remarkable perspective in education: E-Teaching-Learning Trends.

Women University Mardan Organized two days International Conference on Emerging Trends in Education & Social Sciences (Online) on June 9th and 10th 2021. ICETESS 2021 had taken much interest from researchers and academicians. We appreciate the all the participations from ASIA, Europe and USA and pay deep THANKS to all the International and National Keynote Speakers from UK, USA, Malaysia, Uzbekistan, and Pakistan.

ICETESS was a multi-purpose activity which not only covered academic side but also provided an inclusive environment for multi-cultural understanding and interaction. This platform successfully gathered the global academicians, researchers, speakers, thinkers and listeners who constructed an inclusively contextual cultural understanding. This splendidly comprehensive and careful analysis of contemporary rational about emerging trends in education and social sciences brought together new thoughts from all over the world; who were the experts in their fields, illuminated broad ranging representation of the topics.

ICETESS 2021 Conference Edited Book delivers a critical swift view of contemporary developments in understanding both education and social sciences in the collective context of emergency, strategic management, pedagogy, leadership, role of socio-politico processes in education. Across the diverse contributions and sections of the Conference edited Book covers a wide range of topics related to;

- *Challenges and strengths during the phase of COVID-19.*
- *Identity Recognition during the phase of COVID-19 and the reflections of the international PhD Scholars faced in the early.*
- *Problems and issues project managers facing and how they meet with those issues.*
- *Current Affair Talk shows has impact on the general public and TV Channels playing their role of dissemination of information.*
- *Terrorism had its lethal role in hanging the world order and peace: effected Pakistan greatly so the Pakistani perspective has its importance.*
- *Pakistan and India are the two neighbors who depend on each other in achieving Sustainable Development Goals.*
- *In Pakistani Public Universities enrolled Female pre-service teachers are facing with self-efficacy issues which is a strong determinant in making their teaching ideology.*

Naturally learning is the human asset and formal Education adds up in the societal value of the individual. It shakes the way in which people, societies, learning institutions and organizations develop themselves. Hence, lifelong learning advances the nations that World has become a competitive place.

We are greatly thankful to the efforts and contributions involved in the making of this book.

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(Brief Introductions)

1. *Dr. Ahmad Ali* is currently serving as Assistant Director Research National Counter Terrorism Authority Islamabad (NACTA). He did his PhD in Political Science with major in Foreign Policy from Department of Political Science University of Peshawar in 2018. Previously he served as a contract Lecturer in Department of Political Science University of Peshawar. Later on in 2011 he joined Higher Education Department Peshawar Khyber Pakhtunkhwa as regular lecturer in the subject of Political Science. Apart from regular service the author has served in Pakistan's renowned universities such as Quaid-e-Azam University Islamabad, International Islamic University Islamabad and Women University Mardan as visiting faculty. He has authored 17 research papers which have been published in various national and international Higher Education Commission Islamabad Pakistan (HEC) recognized journals.
2. *Anfal Afridi* is Lecturer in Department of Political Science, Women University Mardan, Pakistan and currently offering her services as Managing Editor of renowned HEC recognized Journal 'Pakistan Journal of Humanities Social Sciences and Research (PJSSR) of WUM. She previously served in other prominent higher education institution (HEI) like The Quaid e Azam College Mardan August, 2018-January, Feb' 2019.
3. *Professor Dr. Ghazala Yasmeen*, Vice Chancellor Women University Mardan stands out as a glaring name certainly a dynamic and talented figure among Vice Chancellors in Pakistan. What makes her distinguished are her tireless efforts in the field of research regarding Women Empowerment. She received University Gold Medal, Star Women International Award and Quaid-e-Azam Award and Fellowship of The Royal society of Arts, United Kingdom. Besides presenting her research at many national and international conferences, she owes number of research publications to her credit in reputable international impact factor journals, most of them related to the women empowerment and education.
4. *Dr. Khurshaid* has been working as lecturer in the Department of International Relations, University of Peshawar since 2012. He completed MA in the discipline of International Relations in 2005 by securing a gold medal. He successfully completed MPhil in 2009-10. In 2014, he got admission in PhD and successfully defended his dissertation in 2019. Dr. Khurshaid has also contributed 20 research papers in HEC recognized national and international journals.

5. ***Muhammad Shoab*** Iqbal Ansari is currently doing his Ph.D. from Beijing Normal University in Teacher Education. His dissertation topic was focused on Preservice teachers' self-efficacy. His interests include educational psychology, teacher training and teacher psychology. He wants to continue his research field in postdoc or research assistant job.
6. ***Ms. Shagufta Gul*** holds an MA in English and an MPhil in Applied Linguistics from International Islamic University Islamabad, Pakistan. She has additional major interest in gender studies, globalization, post-colonial literature, and socio-linguistics and syllabus design. She has numerous publications in HEC recognized journals of Pakistan as well as in other international journals of high prestige. She is an academic editor of the International Journal of Literature, Linguistics and Translation Studies which is a bi-annual peer reviewed journal. She accepted a challenging role as the acting chairperson of English department in the newly established first female university in KPK since its inception 2016 and is actively involved in rapidly establishing the English department from scratch.
7. ***Dr. Liaqat Iqbal*** is assistant professor in the department of English Abdul Wali Khan University Mardan (AWKUM). He has been chairman for a long time and played a pivotal role in improving the standard of the department, inculcating morals and good quality education simultaneously. His wide research interests include, but are not limited to, syllabus design, research methodology and many strands of literature. He has numerous journal articles both at national and international level to his credit.
8. ***Dr. Maria Khan*** is Assistant professor at Women University of Azad Jammu & Kashmir, Bagh. She has good experience of serving in public and private sectors. Her research interests are Educational leadership, Educational philanthropy, Philanthropy and Peace Education. She has been published and publishing in other areas of education and social sciences. She is additionally giving her services as the associate editor in national and international journals of good repute. She recently achieved the status of Associate fellow.
9. ***Ms. Mujtaba Khan*** is currently serving as lecturer at university of Swabi in the department of English. His research interests include post-colonial literature and socio-linguistics.
10. ***Ms. Sajida Karim*** holds a Master of Science degree in Management Sciences from the City University of Science and Information Technology Peshawar. Her area of interest is HR and she aims to pursue her higher education in HR. She is currently associated with Women University Mardan as PS to the Vice-Chancellor. Apart from dutifully carrying out her job as PS to Vice Chancellor, she is also serving in-charge

Community Center for Women Empowerment, established by Women University Mardan. Community Center for Women Empowerment provides training to women and helps in enabling them to start their micro businesses. She is also an ardent researcher and has worked on a number of research projects.

11. *Sobia Shoaib* is currently doing his PhD from Beijing Normal University in Comparative Education. Her dissertation topic was focused on Pakistani women leadership in higher education. Her interests include women problems in education sectors. She is interested in the gender studies as well.
12. *Stephanie Hollings* is a recent graduate of Beijing Normal University having completed her PhD in Comparative Education/Educational Leadership and Policy. Her dissertation topic was focused on international students' perceptions of global competence. Besides global competence, her research interests include global citizenship, international education, international student mobility and the recent lack thereof, although she has published articles on other areas within the field of Education. Currently, she is lecturing at Jilin International Studies University and pursuing further postgraduate education in History at the University of Edinburgh.
13. *Dr. Rahman Ullah*, currently works as a Head of Department (HOD)/Lecturer at the Department of Journalism and Mass Communication, Kohat University of Science & Technology, Kohat, Khyber Pakhtunkhwa, Pakistan. He got his PhD degree from the Department of Journalism and Mass Communication, University of Peshawar. Rahman has 16 years of media and teaching experience, working with different national and international organizations included "Campus Radio UOP, InterMedia Network, Educational Arts Resource Services Inc. U.S.A (EARS), DW (Learning by Ear Pakistan), GIZ and Iqra National University, Peshawar".
14. *Tufail Akram* is a Mphil scholar of International Islamic University Islamabad in Mass Communication. Tufail has a working Experience with different media organizations. Her Research was focused on content analysis, media coverage, different issue discussed in National and international media.



CHAPTER 1

PhD Identity in an Era of Crisis: A Reflection and Auto Ethnography of a Beijing Based PhD Scholar during the Early Stages of the COVID-19 Pandemic

STEPHANIE HOLLINGS

Beijing Normal University

Abstract: *The importance of identity and identity creation has been well-noted in the literature on PhD students. As throughout this arduous process various identities are both emerging and altering, implying that there is always the possibility for disruption, especially during an era of crisis in education. This paper employs auto-ethnography combined with interactive interviews to look at the disruption and identity shifting caused by COVID-19. Within a five-month period in 2020, bi-weekly reflections from the author and monthly interactive interviews with four other international PhD students in the same program were utilized. Out of this small group of students three had returned to their home country and one had remained in China throughout the early stages of the pandemic, which is the focus of this paper. Many significant themes were brought up during these months of investigation underscoring the impact of COVID-19 on aspects, such as distractions, confusion, loss of motivation and also most notably the realities of isolation both socially and academically. At the center of this is shifting identities based on changing priorities, institutional distance, the dissertation itself, and most importantly the perpetually changing university policies. What this study suggests is that these shifting and conflicting identities culminate in often a detachment from a scholarly identity in favor of other identities. The distinct implications of COVID-19, on transnational students' identity, fell in tandem with the changing ways the students perceived their lives and how they interpreted the university seeing them. Highlighting the importance of university policy alongside location in PhD identity creation. Reflected within this work, is the matchlessness of this unparalleled situation in today's internationalized and often neoliberal universities, presenting PhD scholars with a distinctive opportunity to reflect on their changing identity and how COVID-19 is both disrupting and impacting journey, principally in regards to identity formation.*

Keywords: *Autoethnography, COVID-19, Education in an era of crisis, Identity, PhD*

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INTRODUCTION

First, why did I chose China for my PhD, it could seem like an odd choice from someone from the USA which has many great universities offering PhDs in what I had chosen to study - Comparative Education. Every country has slightly different PhD requirements and expectations and I had chosen China for the specific reasons that I would not need to apply with a proposal and the process, if all goes according to plan, lasts three years. My home country of the USA cannot boast the same three-year potential, although one does not need to apply with a proposal in the USA as well. What that means for a PhD student in China, is a specific timeframe must be adhered to with little wiggle room. The first year is predominately about taking courses and growing your knowledge i.e. being a student. The second year should be marked by two distinct milestones on the journey. The first one is preparing a proposal and successfully defending it, happening hopefully in the first semester. The second semester should be the beginning of the research phase, where the identity of the student switches to that of a researcher. No longer is one expected to attend classes but to start generating their impact on academia. The last year, which is not of much importance to this paper is the ending of the research, the analysis of the data and the culmination of all the phases. This theoretically resulting in a successful defense of the dissertation.

For those like me, a second-year PhD student in China, an unexpected hurdle was thrown into the mix of our carefully scheduled timeframe. The Fall semester ended like many do, with students like myself, rushing to defend our proposals and somehow managing to. The Spring Festival holiday was looked upon as a welcome relief from the weariness of the journey, a break from the hard work that the first semester entailed, and a chance to rest from research. What happened next was unpredictable and disruptive.

COVID-19 became the latest virus to rear its ugly head against humanity. The novel virus wasted no time in affecting almost every aspect of life in China. Followed then by the rest of the world. It seemed that as a PhD student in China I was affected twice, as China was my academic home and then my home country followed suit. I had initially considered myself lucky to have plane tickets to go back to the USA. I would await from my home for news of the upcoming semester while missing out as China went on lockdown. I anticipated going back to China and starting my research of going to different major cities in China and trying to understand the international school experience. My identity was already switching to that of a researcher, and I wanted to research. A semester that was supposed to be marked by students returning in late February soon was delayed for the foreseeable future. While classes turned to online learning through Zoom meetings and social media messages, often being conducted in numerous time zones, universities, like my own, created new measures to monitor their students (daily health checks) and new decisions that would affect their students (for international students not in China at my university that meant withholding of stipends). What remained to be seen is what does that mean for students like myself, or should I say researchers like myself?

At a pivotal moment, my life was suddenly altered. Cotterall (2015) remarks that “identity lies at the heart of doctoral study - a mysterious learning process which culminates in PhD students’ metamorphosis into doctors” (p. 21). As noted by Fotovatian and Miller (2014) that the PhD process can be a time of shifting social identities, where PhD students strive to create multiple identities within given identities such as institutional identity, which could include ‘legitimate PhD

student', 'a knowledgeable academic' or 'a competent postgraduate student' (p. 295). Mewburn (2011) assembles a PhD candidate's student identity as 'learner and 'knower'', 'professional academic' and 'a knower and teller, rather than a learner' (p. 329). Was this not a moment of an impromptu identity shift, and as Mewburn (2011) goes to state that "identity 'jostling' can be a source of tension and conflict depending on how it is managed" (p. 330). Put differently, COVID-19 was an identity jostler. I was not a researcher anymore, a researcher-on-hiatus maybe. The distance from my university and my supervisor was ever-increasing, as was the distance to my research, providing me with academic isolation. Although part could be self-chosen isolation but needless to say that institutional identity discussed by Fotovatian and Miller (2014) would seem problematic. The decision of the university to withhold the stipend made many students like myself see the university as not seeing us as students. It was as if not being in China equated to being on break from the university. Choosing to attend classes meant classes beginning often after 10 pm. It became apparent that novel viruses and pandemics, meant novel challenges for myself and my research but more drastically for my identity as a PhD student.

METHOD

Having been assigned to write a 500-word autoethnography about the COVID-19 disruption for a course taught by Professor Michael Peters and through reading my classmates' work, I realized I was not alone and that the voices of my classmates and cohorts (by this I will be referring to educational PhD students in the English-taught program at my university, who started with me and therefore should also graduate with me) could be heard in tandem with my own. The disruption caused, while obviously unique to each individual was something worth investigating and my individual autoethnography could be extended. For how often do pandemics cause global shutdowns or changes to PhD student's identity, which is already fluid and in the process of constant change and adaption? The uniqueness of this situation is unparalleled in today's internationalized universities and therefore presents unprecedented impacts on not just PhD students but all students throughout the world. However, this paper will focus on a limited part of that.

Autoethnography was chosen as it is a way to "systematically analyze (*graphy*) personal experience (*auto*) in order to understand cultural experience (*ethno*)" (Ellis, Adams, & Bochner 2010, p. 1). For this context, it is a way to analyze the disruption of the COVID-19 virus on second-year PhD students undertaking their program in China like myself. Setting it in the wider range of understanding this relationship and situation within the personal experience and the vulnerability of it on people like myself (Ellis, 2007) i.e. people still trying to form an identity within academia and go from student to researcher. Adams (2008) borrowing from Bochner (2001; 2002) explains that stories are complex yet meaningful ways to look at phenomenon as to make sense of them for ourselves and others. As Neuman (1994) notes a "researcher can do no more than describe his or her own personal experience" (p. 74). It can be said that personal experiences influence any research process (Ellis, Adams, & Bochner, 2010). That is why most autoethnographers chose to write about epiphanies - moments remembered that are impactful of our life trajectory (Denzin, 1989; Bochner & Ellis, 1992; Couser, 1997). Often the times of existential crises in which one most reflects and analyzes that lived experience (Zaner, 2004) are after events in which life does not quite seem the same (Ellis, Adams, & Bochner, 2010). For me, this would be COVID-19. Thus, autoethnography provides the perfect avenue in which to reflect on the disruption of COVID- 19 and how PhD student identity, priorities and research are being

shaped or re-shaped. While identity has been widely researched for students, although slightly less for PhD students, the disruption of a pandemic has not been a common theme amongst those studies making the implications of this research important in the growing literature of education during times of crisis.

Being both the investigator and informant (Cunningham & Jones, 2005), to supplement my bi-weekly reflections kept in a reflexive journal throughout the Spring semester of 2020, a mix between interactive interviews and reflexive dyadic interviews took place online (as that was the only medium available) of multiple sessions throughout April, May and June. This would be furthered combined with informal text conversations. While online interviewing was not the method of choice, as it can be seen as more challenging and limiting for in-depth interviews (Fontana, 2011), it was the sole option, which is both exciting in potential but also like mentioned, limiting. Interactive interviews were deemed appropriate based on the nature of the topic on the sensitive and emotionally charged topic (Ellis, Kiesinger, & Tillmann-Healy, 1997) of research disruption and COVID-19 and the flexibility offered for the interview procedure (Ellis, 2012). A hybrid of both interviewing methods was chosen as it would allow for an open dialogue and conversation (reflexive dyadic interviewing) among a group of people learning and in the process of becoming researchers. While at the same time probing the issues that arise within the small society of second-year PhD students in the Faculty of Education at my university, with whom I am well-acquainted (Adams, 2008) and sharing our experiences during this period. Which would allow for a deeper delve into the emotions that arise during such a disruption. Thus, these are the stories of five 2nd year PhD students learning to be researchers in the time of COVID-19 through the reflections of one of them.

REFLECTIONS ON COVID-19

It was early March when I experienced the epiphany that COVID-19 was an opportunity that could be taken advantage of. A novel opportunity in which new dimensions could be added to my research, new research methods could be tested and the pandemic mindset could provide an interesting reality to study my dissertation focus of global competence during. A third-year student brought this to my attention by advising me that this was an exciting opportunity for me and my research as I would have an angle that most others would not. The interviews that I would conduct during or after the pandemic would have to be seen through a pandemic lens. Yet as the world continued to plunge deeper and deeper into the pandemic abyss, I seemed to find myself plunging further and further away from my dissertation. I pondered this dichotomy, and it was something that seemed to arise with all the conversations I had with my cohorts. We would somehow invariably return to the dreaded topic of asking each other how our research was going, in hopes that we would not find ourselves the only one struggling in a world of uncertainty. What remained the reality that we found ourselves in was far from what any of us hoped for.

Many of us found ourselves creating distractions from our research and possibly the worries associated with a global pandemic, through what can be seen as various coping mechanisms. I was told stories of how gardening, cooking and the designation of one to two hours studying languages (German and Chinese) that before the pandemic proved often difficult, were now meaningful hobbies. We swiftly turned to gossip, asking for updates on our cohort and mutual university friends just as we would back on campus. Perhaps expecting that we could find some of our previous normal. As one person reflected, “the people we know are our world” and that right now

he was disconnected from that world. All the discussions quickly turned to the current realities we were facing in our home countries, although one student was still in Beijing with her husband, another PhD student, and how those changing realities changed our priorities. We talked about the difficulty of doing research as we had to prioritize our family, especially parents and grandparents and the extra duties that might arise such as doing grocery shopping for them. The monetary aspect was further a theme of the conversations, especially in light of scholarship stipend issues. As money was still required and that the identity of researcher was shifting away in favor of the actuality of the situation and the possible need to start seeking employment. As the month progressed, the monetary aspect became more of a prominent topic as needing money to survive in our often more expensive home countries became more apparent. Three of the interviewees still had yet to pass their proposal defense, and it started to become evident that their proposal defense was not the choice they were currently selecting. For some they would return to working on their proposal during this timeframe.

As I reflected back on my own experience, I realized that there was a USA Stephanie and a China Stephanie. The USA Stephanie was one that was on vacation mode and the China Stephanie was a serious PhD student, well maybe not that serious. Was this in tandem with how my university perceived me? When I was home in the USA, I was surrounded by family and friends, who although they try their best, lack the full appreciation of the difficulties of a PhD pursuit. They do not understand the pressures of publishing or perishing, the guilt associated with not doing the work that needs to be done, or really that the PhD journey is chiefly a battle with oneself. Although, cases could be made on who the most paramount PhD battles are truly with. And often that results in one feeling like a failure when carefully scheduled plans go amiss.

One thing that seemed to come up time and time again, throughout my own reflections and conversations with the others was the possible loss of a year. The loss of research time but also the loss of time forming connections, experiencing PhD life and making bonds that will assist us as our careers progress. As one student analyzed, COVID-19 represents a barrier, a “thunderstorm that dismantled plans”. Which took as of talking to him 6 months of his life, and presented a very genuine challenge to his ability to graduate on time and with his cohort. Others echoed those sentiments of not wanting to extend or be stuck in the PhD phase. Is it shameful to extend? Is it embarrassing to see your classmates graduate while you are stuck in uncertainty and with a new cohort with which you do not belong or identify with? As much as our journey is our own, we still compare ourselves with others in our cohort - how many papers we publish, which conferences we go to and where and how much work has been done on our dissertations. In some ways, it is a competition. Yet, I think for most PhD students our main motivation is wanting the journey to end. You want to complete the transformation from student to scholar/researcher and to gain that scholarly identity. As one student mentioned, for a lot of PhD students age is an essential aspect, not all of had gone from Bachelors to Masters and finally PhD without a few stops. The older we get, the fewer chances we get for postdocs or to be considered a young scholar. Yet, for others, a year is not so important if you are young and single. With each passing month, time seems to be slowly slipping away and life continues to seem so unstable. Culminating in confusion on when we will be allowed back and when life will be normal. Expanding on this notion one student noted in June, “everything is a mess, nothing is going anywhere”. Not one of us had predicted to still be home by the end of the semester, but that is our new normal. Interestingly, I seem to always reflect back on this concept of normalcy, and that there will a return to normalcy will happen. Conceivably, I should just anticipate a new normal will be my normalcy.

I cannot help but contemplate back on what is the point? Over the course of this semester, I have noticed my motivation slipping away. There are so many other things to worry about, such as a pandemic, increasingly hostile international relations between countries (like my home country and the one I study in), tanking economies, and of course our own mental and physical health. As one student mentioned, “we are not just students....we have friends, family, and a life outside of research”. At times like this, that seems all too prevalent. A PhD relies a lot on self-motivation, as deadlines are scarce, and talking to your supervisor can even be scarcer. Yet, with so much confusion in the world, it seems pointless to work on a dissertation when there is so much unknown and the world seems unpredictable. It seems that this loss of motivation was not only limited to me but to all the students I talked to. Although ironically we all still hope to graduate on time. A thought keeps coming through my mind, maybe I will not be able to return to China or that there is no endgame. If I conduct my research, what is the point if it does not culminate in a successful dissertation?

In one conversation, an analogy was brought up by an interviewee. The interviewee felt that she was thrown out of a boat and told to save herself in terms of the confusion and the role our university played in that confusion. Can one be a good student if they do not know what the university desires or requires from them? My program is the simplest, in some senses, of the three education PhD programs offered at my university as it solely relies on classes and the dissertation. Others have to complete internships and attend conferences as graduation requirements. One student brought up that she had no idea how to do that now. Yes, one can attend virtual conferences but can one do virtual lab work, when the lab is on another continent. Even thinking of conferences, the university cannot help us pay for them as the paperwork cannot be filled out. And with the pandemic roaring, it might not seem like the best idea to designate money for conference expenses when it could be needed for more pressing needs. Furthermore, with the scholarship stipend being touch and go, it might not seem like the most practical option for many. Looking at the internship aspect, which is much more of an internship with one’s supervisor, generally in an educational technology lab has its limits. As a student brought up, she cannot take the robots in the lab back home with her, no matter how much she wanted to.

One other woman in this group and I had already passed our proposal defense, which now seems like a lifetime ago. During our conversation, we acknowledged how grateful we were for having achieved that milestone. What will the other three do? Who knows? The university and faculty have not spoken of it. While some third-year students resorted to Zoom pre-defenses and even defenses, that was not an option given to the second-year students as of yet. Will the university devise ways to support us students to assist us graduate on time or maybe a few months late? As one person brought up, they do not want the university or external reviewers to go easier on us, making us a generation of weak PhD holders. Will the university be, as one student noted able to “give us space and room to return to an academic and mental state of academics”. Will the university be able to extend our studies by a month, two months, or three months, instead of a year as the routine procedure for extending students, as suggested by another student, as even that small amount of time could prove crucial? Should extenuating circumstances, beyond anyone’s control, present special measures? Yet, it also seems far away as so many of us seem distracted and isolated from our university and supervisors, with whom a barrier seems so real. I have talked to my supervisor once, who assured me that I still had plenty of time for data collection, although that did not really mitigate my fear. At least my supervisor seemed to understand the unique situation and my other concerns, while others seemed not to be so lucky. One person spoke of

their supervisor, who asked solely about their research during their communication with each other. He did not even inquire how she was doing. She explained that by focusing only on research, she did not feel like he saw her as a human being. In her view, he saw her only as a machine that should be researching and publishing, continuously coming up with novel ideas which he will inevitably deem as too boring, insipid and conventional. Without ever giving her hints at what he might find fresh and unique. As he had expressed to her innumerable times before, it is not his job to think for his student.

Identity

What all of this relates back to is identity - the creation of it and the disruption of it. Identity seemed to be the key theme that arose, although not typically stated in such words. Literature has focused on the transitory experience of doctoral study (Kashyap, 2011). Phelps (2016) notes that in terms of international doctoral students it is “a period of profound transition, maneuvering between “home” and abroad, between novice and expert, between education and career” (p. 2). It was no wonder that in a time of disruption, for students already in a fluid state of identity creation, that identity would be a key aspect brought up. As these students like myself are now quite literally stuck between home and university and between having to choose between education and money (some have mentioned they had to consider working as a way to keep up with expenses). Moreover we are stuck in a novice phase and trying to understand the clashing of these identities - scholar, student, institutional, at-home and research, among others. It was brought up in terms of the university’s decision to withhold our stipend as we were not in China. When contemplating that decision, I could not help but feel like it was the university no longer regarding me as a student. Am I a student if I am not in China, even if I continue to do my research, attend online classes or do the monotonous daily health checks? This also seems to be reflected in the lack of communication from both the university and the faculty. Do they perceive the issues we are confronting? There is a very palpable sense of isolation from the university and academic life. In Peters et al. (2020), I concluded through interviews of Belt and Road Initiative students in China that one of the overriding concerns of these students was how the university was seeing them. While they saw themselves as PhD researchers and scholars they perceived the university as viewing them as students (Peters et al., 2020). Is it this difference in perception that is still at the root of many of these issues, like the lack of communication or the stipend, or even how much work is being done by us students? Are we stuck in a student versus researcher limbo, suddenly propagated, even more deeper by the arrival of COVID-19? If so, what does this mean for our institutional identity?

One student joked that he felt like he should identify himself as an online student. Yet, many have chosen to pursue online PhDs, and possibly that could be the future. However, being quarantined still limits what can be done in terms of research. It seems that most who chose to pursue that online option have a cornucopia of reasons for doing so but what about those that pursue the traditional route. Online education is limited by isolation, especially for those who do not desire it. Is this isolation something that PhD students of the future must learn to deal with? Throughout these months, I have pondered over if this is the future of PhD life. Is online interviews and data collection the future of PhD research? Is this the new normal? Some reports say this virus could last another year or two, or maybe it will be another yearly flu. Should I prepare to graduate later or maybe adapt? Should I get used to being at home? By being home I am separated from my academic home, from my cohort, from 3rd year’s and supervisor’s guidance. Many other students

brought up this isolation citing bad internet connections, time zones unsuitable for attending courses that could have helped them and the overall fact that they were living in a “different society than the PhD society”. One that to them was a “completely irrelevant one” within “a system that is non-academic”. This caused one student residing in his rural hometown, unable to get stable internet, question if “it is possible to live in isolation for so long”. Another student noting that “isolation can make us do lots of crazy things”.

Reflecting on Tajfel & Turner’s (1986) self-identity theory and how one’s identity is often in terms of group membership, in this case, a PhD in education at a specific university. At the university there is a community of PhD scholars, mostly international, that I belong to. In the USA there are presumably thousands of the same communities, but I do not belong to them. I have no ways or connections in which to adapt to that community, except through digital means. Will my family understand the plight or will they think of me as an above 30-year-old slacker, who spends most of my day on my computer, not paying rent, and for all intents and purposes not being a productive member of society? Maybe? I can easily blame COVID-19 for my slacking, but it is moreover a personal decision from a time when nothing seems normal and a PhD at times seems pointless, and motivation is rather hard to come by. Others in my cohorts seem to be doing fine, some report that they are off doing research and some have been producing published papers. So where does that leave me? How do I identify myself? Where is my group?

The importance of location for identity represented an underlying theme throughout. What seems apparent throughout my own experience and others is that there is a very valid distinction between our institutional identity/academic/professional identity and our at-home identity. This can indeed impact research. As we continue to be separated from our university and all that a university entails - support groups, supervisors, libraries and our cohort. As Fotovatian and Miller (2014) explain “professional identity is highly dependent on engaging in informal departmental interactions” and “that institutional identities are not just functions, but that they are the enactment of an understanding of institutional practices, and this implies ways of being in and seeing the world” (p. 292). As Phelps (2016) reasons, any particular university is a shared place in which PhD students question, learn, exert agency and gain experiences as scholars. Is it no wonder that in our conversations we have resorted to talking in nostalgic terms of our first year and the previous semester, of coffee dates, group hangouts and the classes that seem far too distant?

For PhD students that institutional identity can come from creating a ‘legitimate PhD student identity’ (Fotovatian & Miller, 2014, p. 292). It would appear that when separated from our academic atmosphere and placed in an atmosphere with people who see us being home and thus able to talk, goof off and hang out (naturally this is pre-pandemic), we can come to see ourselves as distant from our research and in academic isolation. As follows, not as a legitimate PhD student affecting the way we see the world and the research that we produce. Rizvi and Lingard (2009) note the effects of globalization on encouraging ‘deterritorialized’ avenues for identity formation and how one sees their identity, which lead Phelps (2016) to express that “inevitably, personal identity becomes fluid in the global flows of information, ideas, and human migration” (p. 3). It has for these reasons stated by scholars that distinct identities can be associated with particular locations (Phelps, 2016). Hence, as Phelps (2016) drawing from Brown (2009), Kim (2010) and Tharenou (2010) explains ‘internationally mobile scholars’ can form multiple changing personal identities, place affiliations and feelings of ‘in-betweenness’. Vertovec (2009) alluding to people such as myself, who live a transnational life, explains that this group of people may acquire a

“*habitus* of dual orientation” a “bio-focal” view of residing both “here and there” (p. 68). It remains up to discussion then, whether I am currently here or there? Leading me to question, what is China me versus what is the USA me?

This transnational life and how it can lead to academic isolation was a common sentiment expressed by all of us students and was therefore a commonly turned to the topic of conversation. One student going so far as to say that he regretted returning home. As at the time he made that decision he did not foresee how quickly the pandemic would become one and the longer he remains at home the more he sees himself as losing his research direction. He explained that he has no access to research databases, Google scholar, or as he puts it the world. He worries that in this present situation of isolation he is unable to do quality research, as he explained from outside his house in front of a pond, where the connection is more stable. I joked that sometimes I could do with more isolation and that many writers preferred to be in such a location, yet noting that for writing it is considerably more feasible than for actual research. I also began to wonder if I could earnestly say I would be any more productive back in Beijing, distractions can happen there, and I seem rather prone to them, especially in terms of big ones like COVID-19.

Others noted that being home, made them not feel like a student any longer or a bad student. While some tried to remain optimistic by bringing up that maybe as second-year students we were in the best position, as third-year students are preparing for a graduation that they will miss, and first-year students are missing out on the identity formation that occurs while at the university. The same student also brought up that the pandemic had succeeded in bringing families closer. However, as mentioned by another by bringing families closer together, that many new expectations could lead to a possible shift away from an academic identity. Another noted that the “pandemic is an added disadvantage” and it was a “mis-pursuit to be a PhD student during COVID-19”. This seems in stark contrast with the idea that actually it could produce novel research but maybe we are too close to the situation. From my reflections, depending on the day, my thoughts can vary anywhere from this is a novel opportunity for me to the exact opposite. Is that not what it means to be human? We are not research machines no matter how much our supervisors may wish it was so. A pandemic is bound to bring out both positive and negative emotions. But there is always hope for the next day to be a productive one and who knows maybe tomorrow will be the day I will re-open my dissertation, write a section on the effects of COVID-19, add to my literature review and finally send my supervisor my reading list. I have noticed that same resilience in my cohort as we begin to talk and discuss our research topics, sharing our ideas by intercontinental voice calls. We are resilient creatures after all, as one must be to survive in academia. Our community still exists, although it is more distant our goals inevitably remain the same.

CONCLUSION

Identities are complicated and the identities associated with a PhD program do not escape that complication. Many scholars go so far as to note the centrality of identity to doctoral learning (Hall & Burns, 2009; McAlpine & Amundsen, 2009; Baker & Lattuca, 2010) as “the thinking and learning processes in which doctoral researchers engage are inextricably linked with their understandings of who they are, who they wish to be and who they are becoming” (Cotterall, 2015, p. 361). PhD students and their experiences have been viewed in many diverse ways. From a neoliberal perspective, they can be seen as mere commodities of research or for international

ones the realization of the internationalization of higher education. Bilecen (2013) borrowing from Rizvi's (2010) research, suggests that "the identities of international doctoral students continue to be involved in national and global discourses of power and class, systems of history and social interactions, all of which are embedded in transnational social spaces that fabricate the students' being and becoming" (p. 670). The identity of a PhD student and its fluidity, its challenges and its hybridity is not something new to academia. There have been studies on PhD 'troubling talk' (Mewburn, 2011), identity in terms of globalizing universities (Phelps, 2016; Holliday, 2017), identity factored in with being internationally mobile academics (Brown, 2009; Kim, 2010; Tharenou, 2010) and scholarly identity (Cotterall, 2015). As Green (2005) argues doctoral studies are equal parts of knowledge production and identity formation.

A PhD and the experience associated with it are not just about knowledge development or research production. It is a time of changing and transitory identities that will have a significant impact on the trajectory of one's life during the process and beyond it (Phelps, 2016). I like many others have had a pandemic disrupt that identity formation. As identity is so intrinsically connected with doctoral work, or as McAlpine (2009) puts it 'intimately intertwined', there is bound to be associated emotions (Cotterall, 2013), and acute risks as they are caught between identities, many of which are forming or in transition (Cotterall, 2015). Yet through reflection and self-interrogating interactions between not just myself but with others, we can come to be the owners of this process (Holliday, 2017). To many like myself and those in this project, COVID-19 has disrupted this process of identity formation. It has left us uncertain about our PhD journey, how to conduct our research, or what is it that we should be doing while being separated from many key PhD factors. McAlpine, Jazvac-Martek, and Hopwood (2009) investigated the activities and difficulties of doctoral students experience in education and highlighted many of the same issues brought up during COVID-19 of time issues such as time lost, choosing priorities and non-PhD commitments, negative effects such as feeling isolated, anxiety, concern and lacking motivation, and of lacking access to resources and support. Therefore, the feelings and stories being expressed highlight the problems being faced during COVID-19 and how the pandemic has aggravated those issues already common in PhD students.

What these many months have taught me is academic isolation is real, emotional and psychological issues cannot be isolated from the PhD student and researcher, multiple and conflicting identities can exist, resilience and coping methods will be found and lazy days will be had. However, these are not only my story or all of my story, but part of my growing identity. The worries I face are not just my own and hopefully many are just temporary but they are very real. It has been established the transitory nature of PhD programs (Kashyap, 2011) and the implication of various conflicting identities faced as students go from students to researchers to experts (Phelps, 2016). What this research has revealed is the importance of the university in terms of location and institutional identity (Fotovatian & Miller, 2014) and how they devise policies that produce a distinct impact on student identity formation. What has been reflected by myself and others is the numerous questions that arise as the nature of the PhD experience and research are evolving and the concept of normality is questioned.

It was noted before that one student expressed his discontent at possibly being viewed as a generation of weak PhD students but I chose to see it as the opposite. Uncertainty is never ideal to live with, but that is what COVID-19 is. It is the epitome of uncertainty. It is an unknown factor, presenting both an opportunity for novel research, experiences and insights that could play a

pivotal role in research like my own, offering me fresh perspectives in which to address my research. Yet, it also means that my timeframe may have to be adjusted, along with possibly my dissertation topic, and of course how I may conduct that research. The dichotomy of research in the time of COVID-19 is ever-present. COVID-19 is a time of massive disruption, but also potential and flexibility, a time when identities might clash but new identities might form, a time when PhD students like myself are learning to cope, to be resilient and how we must adapt ourselves and our research. We are not detracted from by the pandemic, we are not going to be a weakened generation of PhD students, as we are already learning to be shaped by COVID-19 as will our research. COVID-19 will be our battle scar as we cope with this time of frustration and opportunity.

Has my identity been shaped by the COVID-19 pandemic and given me a new lens through which to view the world? Of course it has affected my identity as a PhD student, as a person, as a researcher and as a human being. Just as it has many others and just as it will continue to do. This also highlights the importance that disruption like this causes and how universities can both mitigate but also exacerbate this disruption and the very tangible ways in which that can influence PhD students and their priorities, their motivation in times of disruption and uncertainty, their research or lack of it and how they identify themselves and the changing nature of identity based off of factors such as location, academic isolation, school policies and the changing nature of life, among others previously mentioned. Hopefully, we will take our battle scars and what we have learned through our constantly battling identities on with us when we become supervisors, being empathetic and remembering how much we struggled with conflicting priorities and identities, the loss of motivation and the gaining of resilience. Maybe these lessons need not have been learned in vain.

Sparkes (1996) reflecting on the philosophy of autoethnography states “I...attempt to take you as the reader into the intimacies of my world. I hope to do this in such a way that you are stimulated to reflect upon your own life in relation to mine” (p. 467). Thus, I hope the reader was able to reflect on their own experiences with COVID-19, a time of disruption to research and normalcy, a time of toilet paper shortages, a time when creativity could be seen, resilience and coping took place. A time in which researchers, especially PhD students who are still building their identities as researchers and forming the trajectory that they will take in life, had to learn to be both researchers and students in the time of COVID-19. Now I can choose to identify as a researcher in the time of COVID-19, as just one of my many PhD and researcher identities.

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CHAPTER 2

Thematic Analysis of Current Affair Talk Shows of Pakistani Media

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Abstract: *This study is designed to find out that what are the major themes and concepts in the current affair talk shows of Pakistani media. Talk shows of news channels provide information and opinion regarding Government Policy, Politics and Socio-economic concerns, Education, Health and Development etc. To reach the objectives, we adopted qualitative methodology with thematic analysis to analyze the contents broadcasted in seven different current affairs talk shows that on- aired in the prominent television news channel of Pakistan. Total (n=225) Talk shows were analyzed during two months (September and October 2020). The seven talk shows were selected through the purposive sampling method included, Capital Talk, Ajj Shahzeb Khanzada ke Sath, 11th Hour, News Eye, Hard Talk Pakistan, Breaking Point with Malick, and On the Front. The finding of the study indicates that the Majority of the time (70 %) was given to political issues and less than 1% of the time given to education, health, development and economy. This study also argues that All Pakistani News channels have adopted an almost similar format for their political talk shows by inviting both government and opposition parties for discussing current affairs and political issues. The presenters create more drama, decontextualize the political issues and proved to be politically biased in some cases. Moreover, discussion regarding the solution of the different political, social and economic problem of the country is missing in the talk shows.*

Keywords: *Content Analysis, Pakistan, Sensationalism, Talk Shows, TV Channels*

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INTRODUCTION

Pakistani media has seen mushroom growth since 2002, and currently, Pakistan has more than 100 television channels. The media landscape is multi-linguistic and pluralistic, but most marked by urban-rural disparities (Shah et al., 2020). Television has become the main source of news, information and entertainment in Pakistan society, while political talk shows are the main content that is telecasted on prime time and largely watched by Pakistanis. People consider TV as a credible source because they can hear peoples words and see people act (Ullah & Hussain, 2020).

The audience spends their leisure time in front of the television, listening and watching the daily news and current affair programs to learn about the different issues of their interest. This consumption of television news is responsible for changing and making the perception of the audience about the world. Television talk shows provide a large variety of topics with light discourse in the form of hard and soft news, making journalist seductive and reliable to the home audience (Ahmad, 2010).

After 2002, the privatization of media channels in Pakistan gave spark to the talk shows trends which were able to grab the public attention by providing different varieties of public interests in their shows. These talk shows are produced on daily basis on different news channels and some channels are aired live to keep the live contact of the audience and giving people a chance to participate in the live news event (Yaseen, Mamdani, & Siddiqui, 2018)

Television talk shows play an important role in politicizing the public debates and providing freedom of speech at a vast level while discussing political issues. Talk shows of different news channels provide different news and opinion with different agenda, the political and economic inclination of media houses also moulds the policy of the channel or news programs (Ahmad, 2010).

Format of Current Affair Talk Shows

The common format of the current affair talk shows in Pakistani media is one Host and two to four guest panel (experts and lay participants). The Host (Mostly a senior Journalist) always mediating the show.

The following are some of the key features of talk shows:

1. The host of the talk shows, usually a senior journalist, is handling most of the discussion by guiding, stimulating, and facilitating the participants' roles and contributions to the program (for information exchange, confrontation, and entertainment).
2. Talk shows focus on the different topic included social, political, or personal concerns.
3. The politicians, the senior Journalists, analysts, social media activists, social activists, businessmen and civil society etc are often present as guests in talk shows.
4. Much of the program's focus has to do with the interchange between them.
5. The majority of the talk shows broadcasted three to four time a week, in the evening, started at 8:00 PM
6. Most programs are either broadcast live or recorded in real-time with little editing.

Research Objectives

1. To analysis major issues discussed in current affair talk shows in Pakistan media.
2. To find out the time duration given to different issues.
3. To find out the time given to major political parties and Politicians in the talk shows.

Research Questions

RQ 1. What were major issues discussed in current affair talk shows in Pakistani media?

RQ 2. How much time is given to each issue in talk shows?

RQ 3. Are there any other issue besides politics discussed in the talk shows?

LITERATURE REVIEW

Communication research scholars agreed that television talk shows have become the main item of these news channels and these shows define and redefine the opinion, attitude and perception of people about different issues (Amin & Iqbal, 2018; Bar-On et al., 2001; Gerbner & Gross, 1976; Hussain, 2015; Komal & Nosheen, 2017; Qadir & Riaz, 2015; Yaseen et al., 2018). Qadir and Riaz (2015) further maintained in their study that the primary objective of the Pakistani news talk shows was to give more attention to the issues which were politically hot. These talk shows are primarily focused on the events of the day to reach households across the country.

Media outlets providing an opportunity for the news talk shows to mine into the opinions of the audiences and providing them with a smooth way to the emotional pulse of their audience, regarding different issues or events (Yaseen et al., 2018). Helberger (2020) have the opinion that Mass media playing a very important role in the creation of public discourse, including social issues, current affairs, administration, government policies, political participation, election etc. Livingstone and Lunt (1994) added that the public discourse led to the creation of three important roles for mass media. First, the presenter ask questions on behalf of the people from the government and experts, to get the information, experience and opinion on different issues of public interest. Second, they can make government, political leaders and administration accountable to the public. Third, they can provide a platform to the audience for communication between the public and experts. Thus, we see the existence of diverse interpretations regarding the role of public debates on television.

Rivera-Perez (1996) added that leaders/ member of political parties appears in television talk shows to give clarification about their opinion on different public issues. They also participate in such talk shows to get media coverage, self-promotion, create public relations and enlighten the audience regarding their political point of view.

In the talk shows, the presenter discusses news, issues and problems broadcasted on different media outlets most recently. It may be socio-economic concerns, society dilemmas, crime, culture, entertainment and politics etc. Pakistani media give more coverage to politics and politics related issues in the current affair talk shows (Hayat et al., 2015).

Hayat et al. (2015) have the opinion that the majority of the media outlets have an almost similar format for their current affair talk shows. They invite top leadership of both ruling and opposition

political parties to discuss political issues. Ahmed (2010) believe that it is a good thing to set up meaningful discussions between different political leaders which will eventually lead to a consensus on the most important political matters that prevail in the country. It creates Political awareness, socialization and creates awareness in society.

The trend of political talk shows has become the main item of these news channels and these shows define and redefines the opinion, attitude and perception of people about politics. Talk shows of Pakistani Television channels are now an enjoyable battle of two different political parties instead of a conclusion on different issues or problems. Therefore, according to them, mostly in one-to-one discussion people have developed a satirical way of talking. Experiencing a political satire is routine as there are loopholes in the political regime of Pakistan and all the reason everyone loves to pass sarcastic and insulting remarks (Sarwar et al., 2021).

Barabas et al. (2014) believed that Different news items and talk shows influenced citizens' political beliefs regarding the voting choice of the candidate. Nabila et. Al (2014) also confirmed the hypothesis that a greater tendency for watching talk shows increased the awareness among youth. The most important role in the variation of gaining political knowledge depends upon media coverage (Luskin, Robert & Bullock, 2011). Yousaf (2012) maintained that TV talk shows were growing political awareness by playing a very informative role in Pakistan and concluded that TV talk shows presented informatory evidence and generated political awareness against the status quo. (Abedin, 2015) aimed to study the awareness level of society after watching political talk shows, and these shows were creating a positive contribution to the development of the country.

THEORETICAL FRAMEWORK

The researchers used the agenda-setting theory, as a theoretical framework to cast light on major themes discussed in current affair talk shows in Pakistani media. The theory was developed by Walter Lippmann, in the 1920s. It defined that the mass media is the principal connection between events in the world and the images in the minds of the public. McCombs and Shaw (1972) further added to the theory that media has the ability to highlight an issue to make it seem more important than all other issues presented in the political or social scenario.

According to Dearing and Rogers (1988), media do not reflect reality rather they filter and shape it. Secondly, the media focus on a few stories that direct the people to take those issues as more important. Any news item which gets more press coverage becomes more accessible in the minds of the audiences. Accordingly, agenda-setting seems to be a lens through which to study a parodic television news program such as current affair talk shows, although the topics covered in talk shows are mostly timely and newsworthy. The talk Shows may cover stories more in-depth than a typical news bulletin, but it does so at the expense of news quantity.

METHODOLOGY

This research study was a qualitative study with thematic analysis. The researcher has selected the leading TV channels current affair talk shows that on-aired in the prominent television news channel of Pakistan. In order to address research questions of the study, the researcher analyzed 7 different current affairs talk shows (included Capital Talk, Ajj Shahzeb Khanzada ke Sath, 11th

Hour, News Eye, Hard Talk Pakistan, Breaking Point with Malick, and “On The Front”) which Broadcasted form different Television channels during the two months (September and October 2020). The method used in this regard was the purposive sampling method.

Total (n=225) current affair talk show of different television channels were analyzed through content analysis. The recorded programs were watching several times to obtain the objectives. Major themes were identified during the analysis of the Data.

Details of the Current Affair Talk Shows

As mentioned earlier, a total of seven talk shows was analyzed in the study. The majority of the talk shows was on-air four times in a week, besides the “breaking Point with Malick” was on aired three times in the week, the details of the talk shows is given below.

Table 1: Total On-Air Talk Shows were Analyzed in the Study

SN	Talk Shows	On aired Programs	Percent
1	11th Hour	33	14.7
2	Ajj Shahzib Khanzada ke Sath	35	15.6
3	Breaking Point with Malick	25	11.1
4	Capital Talk	32	14.2
5	Hard Talk- Pakistan	32	14.2
6	News Eye	34	15.1
7	On the Front	34	15.1
	Total	225	100.0

- 11th Hour:** 11th Hour is a current affair talk show broadcasting on ARY News television channel every Monday to Thursday at 11:00 PM. The show is hosted by Waseem Badami.
- Aaj Shahzeb Khanzada Ke Sath:** “Aaj Shahzeb Khanzada Ke Sath” is a current affair talk show broadcasting on “Geo News television channel” every Monday to Friday at 10:00 PM. The show is hosted by Shahzeb Khanzada.
- Breaking Point with Malick:** Breaking Point with Malick is a current affair talk show broadcasting on “92 News television channel” every Friday to Sunday at 8:05 PM. The show is hosted by Muhammad Malick.
- Capital Talk:** Capital Talk is a current affair talk show broadcasting on “Geo News television channel” every Monday to Friday at 8:00 PM. The show is hosted by Hamid Mir.
- Hard Talk Pakistan:** Hard talk, is a current affair talk show broadcasting on 92 News television channel every Monday to Friday at 8:03 PM. The show is hosted by Moeed Hasan Pirzada.
- News Eye:** News Eye is a current affair talk show broadcasting on DAWN News television channel every Monday to Thursday at 10:03 PM. The show is hosted by Mehar Abbasi.
- On The Front:** On the Front is a current affair talk show broadcasting on Dunya News television channel, every Monday to Thursday at 8:00 PM. The show is hosted by Kamran Shahid.

ANALYSIS

The following major themes were identified during the analysis of the data, Political talk shows in Pakistani media during two months (September and October 2020). Suggested by research design.

Table 2: Time is Given to Each Theme

SN	Discussion	Total Time (minutes)	Average
1	Political discussions	4982	68.31
2	General discussion on day to day issues	1115	15.29
3	Crime, terrorism and judiciary	578	7.92
4	Bureaucracy	345	4.73
5	Developmental	132	1.81
6	Economy	121	1.66
7	Constitutional	13	0.18
8	Education	7	0.1
	Total	7293	100

Table 2, shows that Majority (68 %) of the time given to Political discussions in the current affair talks in Pakistani media. While only 15 % of total time was given to day-to-day common issues and only 17 % of total time was given to different issue (included, Economy, Development, Crime, Judiciary, Bureaucracy, Education, Terrorism, Constitutional). A detailed pictorial representation of these themes is given below.

1. Political Discussion

Political discussion is one of the major topics for current affair television shows in the world, especially in Pakistani media. There are different topics related to politics, like the Current Government, parliament, senate, politicians, political parties, political movements and their point of view regarding any topic or incident related to day-to-day political issues.

The data shows that the Pakistani talk shows the majority of the political discussions are based on the current scenario or current situation of the politics in the country. A total of 570 political topics were discussed in the Pakistani talk shows during two months.

The finding shows that the most discussed topics in the political discussion during that period was Opposition protest, Pakistan democratic movement(PDM) and its plan, arrest of opposition leader, number game between government and opposition in parliament, the health status of Nawaz shareef and return to Pakistan, FATF bill, Nawaz league's harsh stance against establishment, Gilgit Baltistan election.

The members of different political parties were invited for discussion. But the most participated parties were PTI, PPP, and PMLN. These three parties have consistent representation in the talk shows.

2. General Discussion Day To Day Issues

There were many issues based on events that happened daily basis. Those issues directly linked with the life of a common citizen. The issues that were discussed in the talk shows were inflation, Karachi issues, load shedding, and sex education, an increasing number of rape cases, a ban on Tiktok Mobile Application, Tiger Force and Prophet PBUH blasphemy in France. These are the most important topics that were discussed in the Pakistani talk shows. Total 1115 minutes (15 %) were given to discussion on these issues.

Different guests were invited for discussion. Included General Public, Analysts, Journalists, and member of different political parties (PTI, PMLN, PPP, JUI, AML, JI, and MQM).

3. Crime, Terrorism and Judiciary

A crime is an unlawful act punishable by a state or other authority. While Judiciary is the system of courts that adjudicates legal disputes and interprets, defends, and applies the law in legal cases.

The Motorway rape case was a major event that was discussed in the talk shows. A total of 237 minutes was given to the single crime event. While justice Faiz Essa case, Chief justice Islamabad high Court remarks about government SOP's, Baldia town factory and court decision, legislation on hanging rapists in Azad Kashmir, Supreme court remarks about local bodies election in KP were the major topic of discussion in the talk shows. Total 257 minutes were given to judiciary related discussions in talk shows.

Two terrorist events were also discussed in the talk shows, one is the Peshawar madrasa attack and the second was Indian terrorist activity in Pakistan. Total of 84 minutes was given to discussion on these events. Crime reporters, Social Activists, senior Journalists, analysts, Public administration and members of major political parties (PTI, PMLN, and PPP) were invited for discussion.

4. Bureaucracy

A bureaucracy typically refers to an organization that is complex with multilayered systems and processes. These systems and procedures are designed to maintain uniformity and control within an organization. A bureaucracy describes the established methods in large organizations or governments. The topic that was discussed in the bureaucracy are IG Punjab's replacement and reforms in Punjab police, IG Sindh kidnapping and Sindh police officers leave applications, police reforms and accountability, former DG FIA allegations, CCPO Lahore shameful statement.

Total 345 minutes were given for discussion on issues related to bureaucracy and police in the talk shows. The members of different political parties were invited for discussion. But the most participated parties were PTI, PPP, and PMLN. These three parties have consistent representation in the talk shows.

5. Development

Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. The Major topic

discussed in the talk shows were the “Karachi development package” by the federal government. A total of 132 minutes was given to this single event in the talk shows.

The member of Pak Sarzamin Party, PTI, MQM, and JI were invited for discussion on development-related topics in talk shows.

6. Economy

The economy means the production, distribution and trade, as well as consumption of goods and services. Total of 18 times the economy was discussed in the talk shows. The total time given to the economic discussion is 121 minutes. The discussion focuses on government economic plan, circular debt, Pakistan GDP growth and CPEC (China Pakistan Economic Corridor).

The different guest was invited for discussion on the economy, production, and trade. Included Members of the business community, Economical analysts, Pakistan Muslim League N and Pakistan People's Party. There was no representation of the ruling party and any other official during participation in the discussion.

7. Constitutional Issues

The basic principles and laws of a nation, state, or social group is to determine the powers and duties of the government and guarantee certain rights to the people in it. Constitutional amendment for rape cases, gang rape and legal punishment was a major issue discussed in the talk shows. Only 13 minutes were given for discussion in the shows.

The most participated parties were PTI, PPP, and PMLN. These three parties have consistent representation in the talk shows.

8. Education

Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, morals, beliefs, and habits. Education budget cut off by the government, coronavirus SOP's and educational institutions re-opening were the major topics of discussion in the talk shows, but only 7 minutes were given for discussion on this topic.

The most participated parties were PTI, PPP, and PMLN.

Table 3: Time is Given to a Political Party

SN	Political party	No of the Guest invited to talk shows
1	PTI	170
2	PML N	154
3	PPPP	69
4	AML	8

The table shows that the majority (170 times) of the member of Pakistan Tahreek-e- Insaf were invited to the talk shows followed by Pakistan Muslim League (N). Besides two major political parties, member of the Pakistan People’s Party Parliamentarians participated only 69 times in the talk shows.

Table 4: Popular Politician Participated in the Talk Shows

S No	Politician	Political Party	No of participation in Show
1.	Fawad Chauhdry	PTI	25
2.	Rana Sanaullah	PML N	13
3.	Shahid Khaqan Abbasi	PML N	12
4.	Muhammad Zubair	PML N	11
5.	Musaddiq Malik	PML N	11
6.	Ali Muhammad Khan	PTI	11
7.	Shibli Faraz	PTI	10
8.	Malik Ahmed Khan	PML N	9
9.	Sadaqat Ali Abbasi	PTI	9
10.	Atta Ullah Tarar	PML N	8
11.	Asad Umer	PTI	8
12.	Qamar Zaman Kaira	PPPP	7
13.	Ali Nawaz Awan	PTI	7
14.	Andaleeb Abbasi	PTI	7
15.	Malika Bukhari	PTI	7
16.	Waleed Iqbal.	PTI	7
17.	Shiekh Rasheed Ahmad	AML	6
18.	Ahsan Iqbal	PML N	6
19.	Khurram Dastagir	PML N	6
20.	Shafqat Mehmood	PTI	6

The table shows that Fawad Chauhdry of PTI was on top (25 times) invited politician among the others in the talk shows. Beside Fawad Chauhdry, Ali Muhammad Khan, Shibli Faraz, Sadaqat Ali Abbasi, Asad Umer, Ali Nawaz Awan, Andaleeb Abbasi, Malika Bukhari, Waleed Iqbal, Shafqat Mehmood of Pakistan Tehreek-i-Insaf mostly participated in the talk shows.

Rana Sanaullah, Shahid Khaqan Abbasi, Muhammad Zubair, Musaddiq Malik, Malik Ahmed Khan, Atta Ullah Tarar, Ahsan Iqbal, Khurram Dastagir of Pakistan Muslim League (N) mostly participated in the talk shows. While Qamar Zaman Kaira, Chaudhry Manzoor Ahmed, Mustafa Nawaz Khukhar, Sharmila Farooqi, Murtaza Wahab, Palwasha Khan of Pakistan People’s Party Parliamentarians mostly participated in the talk shows from their party.

DISCUSSION

Pakistani media have seen a boom since 2002 when President Pervez Musharraf (1999-2008) liberalized the media through an ordinance that allowed the launch of private TV channels and currently has more than 100 television channels. Those television channels broadcast different types of programs for news, information and entertainment, while talk shows (special current affair political talk shows) are the main content that is largely watched by Pakistani society. This study was designed to analyze the contents of the current affair talk shows broadcasted by Pakistan media.

Different Pakistani research scholar (Amin & Iqbal, 2018; Qadir & Riaz, 2015; Sarwar et al., 2021) agreed that Politics is the major topic of discussion in the current affair talk shows in Pakistani media. This study also concluded that the Majority (68%) of the time was given to Political discussions in the current affair talks in Pakistani media. While only (30 %) of the total time was given to other issues and topic like (day-to-day common issues, Economy, Development, Crime, Judiciary, Bureaucracy, Education, Terrorism, Constitutional). All Pakistani News channels have opted for an almost similar format for their political talk shows by inviting both ruling (current Government) and opposition parties for discussing current affair issues. Besides the politicians, the senior Journalists, analyst, social media activists, social activists, businessmen and social society etc are also invited for discussion, but they got less than 20% of the total time.

The study also concluded that Pakistan media have given more time and space to Pakistan Tehreek-i-Insaf and Pakistan Muslim League (N). While less time and space were given to Pakistan People's Party Parliamentarians and other political parties in the talk shows.

The study further pointed that Economy, Development, Crime, Judiciary, Bureaucracy, Education, Health, Terrorism and Constitutional issues are less important issues for Pakistani media. Currently, Pakistan faces many challenges like Economic slowdown, unemployment, Terrorism, corruption, poor governance, Health, Education, agriculture sector, foreign policy etc.

Current affair talk shows making opinion of the public and government on different issues. The issues discussed in the talk shows are considered the important issue of the day so after that the government office and ruling political party try for a solution to the issue and problem. But Pakistani news channels are mostly interested in political issues.

RECOMMENDATIONS

There are many issues and problems in Pakistan. The media owner, anchors person, Journalists, politician and government need to give attention to other issues besides politics. It is also recommended that media should invite experts of different sector fields politics, Like Professors, Businessman, Civil activists, Doctors, Economists, People from development sector etc to discuss issues related to the public interest.

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CHAPTER 3

Socio-Economic and Political Determinants of Violent Extremism in the Context of Pakistan's Perspective

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Abstract: *Violent Extremism is defined by the Federal Bureau of Investigation (FBI) as, "encouraging, condoning, Justifying or supporting the commission of a violent act to achieve Political, Ideological, Religions, and Social or Economic goals". Violence Extremism has been proved a terrible nightmare to Pakistani society and is further expected to bring more damage in future. According to a study conducted by United Nations Development Program (UNDP) in the years 2010-15 more than ten thousand citizens in Pakistan fell a pray to violent extremism due to which Pakistan was placed in the list of top five countries in the Global Terrorism Index (GTI). This research paper aims to pinpoint the push and pull factors in term of violent extremism in Pakistan. Radical religious dogmas, propaganda campaign through the platform of social media, glorification of martyrdom and other humanitarian causes are discussed as pull factors, while domestic environment, westernization, denial of fundamental human rights, authoritarian/totalitarian regimes, nepotism, high ratio of jobless youth and penetrable borders are analyzed in depth as push factors responsible for violent extremism in the context of Pakistan. Human Needs Theory has been applied to this paper to examine the phenomenon of violent extremism in Pakistan. Both qualitative and quantitative methods of research have been considered to materialize the deductions. Finally, recommendations based on findings of the study are given as guidelines for the policy makers.*

Keywords: *Extremism, Radicalization, Public Policy, Youth, Pakistan, Terrorism, Violence, Governance.*

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INTRODUCTION

Violent Extremism is one of the major contemporary issues in Pakistan which has truly troubled its people in their political, economic, and social life. Extremism is neither associated with one's religion, nor it prevails because of some one's ideological background. To understand the etymology of the term extremism and its manifestations in a society, it is important to discuss few scholastic definitions. The term extremism has been the center of concern after 9/11 but lack of a proper definition makes it difficult to conduct research in this area. According to Department of International Development (DFID) "Violent Extremism is the use of facilitation of violence targeted on civilians as a mean of rectifying grievances, real or perceived, which form the basis of increasingly strong exclusive group identities" (DFID 2013).

According to USAID extremism is, "Advocating, engaging, and preparing or otherwise supporting ideologically motivated or justified violence to further social, economic or political objectives. These definitions reveal that violent extremism is the adherence to and extreme ideology or belief or any other system". Extremism can be used in political, economic, ideological, or religious context (Abdullah, 2016).

Pakistan inherited a polarized society divided among diverse ethnic, sectarian, religious and linguistic groups in 1947. Similarly undivided Kashmir remained another evolving factor that paved way for radicalism and extremism. Pakistan explicitly tolerated the militant's activities that were active against India.

The religious differences between Sufism and Wahabism proved a fatal blow in flourishing extremism. The prominent groups among those who were tolerated for this purpose were Harkatul Mujahedin, Jeshe-Muhammad, Lashkar-e-Tayyaba and Hizbul Mujahideen etc. Later, these organizations in one way or the other turned their cannons against state of Pakistan. In this backdrop government of Pakistan fixated itself to eliminate these disrupting elements from its soil. It is worth mentioning here to note that all the above-mentioned organizations have been declared as proscribed. Currently Ministry of Interior has proscribed total 79 organizations under section 11-B of Anti-Terrorism Act 1997 (NACTA official Website).

Pakistan initiated measures with her inadequate resources to counter violence extremism, especially in District Swat KPK, erstwhile FATA and Baluchistan. Apart from military operations government implemented rehabilitation programs to bring ex-militants into mainstream. In the years 2009-2015 some 2500 militants who were previously recruited in different extremist militant organizations were de-radicalized. (Botha, 2014)

BACKGROUND OF THE STUDY

Pakistan has experienced many phases of diverse but interconnected religious, ethnic and sectarian conflicts which later on turned into violence in society. Soon after independence Majlis-e-Ahrar-e-Hind a religious party in united India was restored as Pakistani unit. It was a Punjab based party who also opposed the partition plan. The founding father Quaid-e-Azam Muhammad Ali Jinnah pointed towards the dangers of involvement of religion in politics. Reference in this connection may be made from his first address to the constituent assembly on

11th August 1947, “religious beliefs and sectarian differences would be given no place in politics of Pakistan” (Haider, 2013).

During the years 1952-54 Ahmadi Agitations, anti-Ahmadi riots in 1973 and then Pakistan’s people party’s (PPP’s) decision of declaring them as non-Muslims in 1974, were few instances and the root causes of violent extremism in Pakistan. Similarly, during Zia’s regime (1979-88) the initiation of Islamization program and its inclination towards one specific religious political party promoted sectarianism in Pakistan. The same decade is also marked with Iranian support of Shia Militants in Baluchistan which further aggravated the situation.

The recent wave of extremism flourished in the wake of 9/11 incident and Pakistan’s decision to join US led North Atlantic Treaty Organization (NATO) forces in war against terrorism in Afghanistan. The decision of General Musharraf the then president of Pakistan earned anti-state ire and hatred from several religious circles in Pakistan. These extremist groups posed serious threats to the security of Pakistan. Consequently Pak-Army launched military operations against these militants specifically in erstwhile FATA and Swat. The most prominent among these operations were operations Rah-e-Nijat, operation Rah-e-Rasth, operations of Khyber 1 and 2, operation “Daraghlan”, operation Bia Daraghlm, operation Zarb-e-Azb and the most recent is operation RaddulFasad. All these kinetic measures were used against militants while non-kinetic measures (soft power) were neglected initially. Despite all these sincere efforts, extremism and radicalization are still the major challenges confronted by both the masses and government of Pakistan in different manifestations.

The primary objective of this study is to pinpoint the political and socio-economic determinants of violent extremism in Pakistan. The significance of this study is to devise a mechanism to engage the vulnerable sections of Pakistani society in constructive mainstreaming process, through different de-radicalization programs.

This paper focuses primarily on factors contributing extremism along with suggested solutions based on findings of the study.

LITERATURE REVIEW

Violent extremism is a complex phenomenon and is defined and explained diversely by the academicians. Alex Schmid attempted to differentiate between radicals and extremists “extremists tend to be closed minded supremacist while radicalized ones are open minded and egalitarians” (Alex, 2014).

George conducted a study and enumerated several push factors (social and psychological) responsible for violence extremism in different societies. He concluded that both criminal and extremist violence could not be differentiated due to unavailability of proper mechanism to cope with non-state actors. Extremism emanates from diverse ideological behaviors that draw from the mind set of superiority over others (George, 2013).

Analyzing the radicalization and extremism, Muhammad Amir Rana argues that majority of Pakistanis are unaware with the scholastic and academic explanations of the two said terms,

specifically in the context of the western attempts of defining extremism and radicalism (Muhammad, 2015).

While assessing the role of Pashtun's culture as a factor in thriving violent extremism, researchers from Malakand University conducted a study. They deduced that 37% respondents held social problems responsible for extremist's demeanor while 19% of them showed sentimental attachment with their religion (Ali, 2009).

United States Institute of Peace and World Public Opinion Organization conducted a joint study in 2008 found that people in Pakistan are at large the supporters of Islam and implementation of sharia as Islamic law, while the supporters of Talibanization were minimum in number (McCauley, 2012).

A national level survey in Pakistan was conducted in 2009 by researchers from Georgetown, Stanford, and Princeton from 6000 Pakistani males and females. The purpose of that survey was to apprehend the association between socio-economic and religious factors as the driving forces behind violent extremism, and the support for violent extremist groups (Fair, 2009). The findings of the study were:

- a. Pakistanis does not support extremist groups on mere religious basis.
- b. Militants' groups were not the choice of poor Pakistanis while they were liked by middle class. The poor might be more vulnerable and easier target of terrorist's violence.

Guellian Denocuxet-while assessing the contributory factors to extremism are of the view that there are four drivers behind violent extremism. First, Social groups and personal relationships. Second, stern devotion to one's ideology. Third, imperialistic and colonialist legacy, suppression enslavement and subjugation. Fourth, opinion that world power structure and global setting is not favorable for Muslims and is based upon biased values (Guellian, 2009).

Doug Bandowobserved that Pakistan is an unfortunate Islamic state where extremists and fundamentalists are increasing day by day. Having nuclear status, hostile relations with India, confronted with civil war, divided over extremist and sectarian lines, and conducting anti-terrorism campaigns posed formidable challenges to Pakistan which has always been criticized due to its policies of inclination towards West (Doug, 2013).

While discussing about the importance of Pakistan in combating terrorism a project director on prosperity and development at Centre for Strategic and International Studies (CSIS) is of the view that Pakistan needs to be viewed as a potential partner by the US and not as a problem. The study compared present Pakistan with that of Columbian case of late 1990's, which was characterized with drug trafficking, dominated by gangs of thugs and failed state. Today Columbia has a stable economy with 3.5% GDP growth and is a partner with United States in Free Trade Agreements. USA and other western powers need to see Pakistan beyond the lens of security. Pakistan needs to be assisted with increased political and economic stability because Pakistan has a game changing ability (Daniel 2015).

Abdul Basit piloted the study about drafting all-embracing programs of violent extremism in Pakistan. He presented six points formula to combat Counter Violence Extremism (CVE). These were to isolate terrorists, to dismantle their networks, to educate the prisoners, to splinter their

organized groups, counselling of the indoctrinated and to provide opportunities to those who have been surrendered and disengaged (Abdul Basit 2015).

This selected literature reveals and contributes towards many conclusions such as, religious factor shall be taken equally along with socio-economic causes in conducting research in the field of terrorism. Secondly middle class need special focus and policy of disengagement and to prevent them from violence and intolerance in terms of religious based extremism. Finally, the religious scholars having spiritual authority and social status can play their part to radicalize the people and to guide them towards right path. The study under consideration is an attempt to fill the gap left by previous studies.

DETERMINANTS OF VIOLENT EXTREMISM IN PAKISTAN

Pakistan is facing multifaceted threats to its very integrity and security of humans at local, regional and international levels. Most of them stems out of terrorism, intolerance, radicalism, extremism and militancy, while some of these arise out of regional and transnational actors. It has also been observed that economic instability, poverty, unemployment, sectarianism and ethnic diversity, illiteracy, pro-US policies of the government, provincial disparities and their sense of deprivations are the most prominent driving forces of extremism in Pakistan that adversely affected the country in almost every walk of life.

Following are some contributing factors towards violent extremism in Pakistan.

Use of Religious Cards

Religion has always been manipulated to justify violence in Pakistan both by religious sects and political leadership as well as non-state actors. Though the connection between extremism and violence is old in nature However, the religious organizations like Lashkar-e-Tayyaba, Jesh-e-Muhammad and many other are recruiting and indoctrinating youth (Abbasi 2014). It must be mentioned here that almost all the militant organizations are prescribed by the government of Pakistan, but still, some of them operate under cover. Religion made it easy for the fundamentalist radicals to declare anyone disliked by them as evil and punishable. Similarly, sectarianism also resulted into Violent Extremism (VE) in Pakistan. For instance; Shia-Sunni and Wahabi-Ahle-Sunnah conflicts and other target killings (Schmid, 2014).

Pakistan came into being in the name of Islam and it was expected that the constitution of the Islamic Republic shall be Islamic in latter and spirit. But on the contrary least inclusion of religion become the corner stone of debate in the first constituent assembly. Those who demanded for the imposition of sharia were given the answer by Munir Commission in 1954, that Pakistan inhabits 73 variants of Islam. With the existence of so many variants it would be impossible to impose sharia and to reach an agreement over the fundamentals of sharia (Ahmed 2015).

Radical Islamists were not happy since the first constitution of Pakistan was framed in 1956. Similarly, president Ayub was also in favor of secularism while framing the constitution of 1962. In 1973 constitution of Pakistan few Islamic provisions were incorporated that couldn't please the religious elements satisfactorily.

In this backdrop state of Pakistan responded harshly to the claims of Sufi Muhammad and Fazlullah in Swat, Ghazi Brothers in Islamabad and TTP in different parts of Ex-FATA. It is assumed that extremism and its attacks on state of Pakistan will remain continued until only one variant of Islam prevail.

Economic Disparities

It is evident from the track record of Pakistan economy in both past and present that its failure gives an opportunity to deprived sections of society including radicals to criticize the government. Though poverty haven direct connection with extremism but still they can appeal to the marginalized sections of population about injustice, economic disparities and unequal opportunities. Under such slogans they instigate the deprived people to challenge the writ of the state.

Another co-related driving force behind extremism in Pakistan is high ratio of inflation. Pakistan's Current inflation ratio recorded in 2020 is 10.74% which is highest in South Asia according to Sustainable Development Organization's comparative inflation statistics. Post 9/11 scenario changed the priorities of government in Pakistan. Pakistan faced formidable economic challenges due its alliance with USA in war against terrorism. Since 2001 Pakistan had lost 250 billion dollars in combating terrorism. Pakistan moved at the verge of civil war due to militancy and resentment of radical Islamists. Subsequently, Pakistan diverted almost all its resources to combat terrorism and security remained its major concern. Furthermore, the worse law and order situations, unemployment, income inequalities, high debts and huge expenditures on counter terrorism proved contributing factors to violent extremism and radicalization.

According to Pakistan Economic Survey 2017 the ratio of inflation recorded was 4.4%. The price hike of oil, electricity and other basic needs of life adversely affected the budgets of households. In such sorrow situation those whose purchasing power weakened were more vulnerable to be recruited with militant organizations for the fulfillment of their economic needs. These marginalized and deprived strata of society were further stressed, depressed, and fell prey to frustration. Frustration and extremism are deeply interlinked with each other.

Social Inequalities, Destitution and Injustice

Denial of social rights such as employment opportunities, eradication of poverty, equal distribution of national wealth with-out any discrimination based on color, caste, race, language, and region, encourages different groups and individuals to incline towards extremism. Feelings of negligence and exclusion compel humans to take revenge from society and state. In Pakistan around 70% people are living in rural areas who are dispossessed of basic facilities of life for e.g., education, safe drinking water, sanitation, gas and electricity etc. According to World Bank Report average Pakistani hardly earn two US dollars per day. (EIU, 2020) Poor and ignorant can be easily brain washed with extremist ideologies. One example is FATA where 60% people are living below the poverty line. (Noor, 2009) it has been commonly observed that how militancy erupted there and became a plague for the whole country. Thus poverty, ignorance, and sense of deprivation due to unavailability of basic facilities of life remain the driving contributing forces to extremism in FATA.

According to Taspinar “relative deprivation” is greater in importance as a contributing factor for violent extremism and radicalization as compared to “absolute poverty”. Relative deprivation may be defined as insufficiency of opportunities in juxtaposition to people’s expectation (George, 2013).

The world of today has been greatly shrunken due to advanced technology, cheap and fastest means of communication. Now no government can keep its masses in dark. Their frustration and sense of humiliation became more severe when they observe and compare the living standards of marginalized and urban segments of other societies. As a result, sense of hatred created in their minds which compel them towards violent extremism (Usman, 2015).

Unemployment and Underemployment

Organization for Economic Cooperation and Development (OECD) defines unemployment as “unemployment is a term referring to individuals who are employable and actively seeking a job but are unable to find it, while underemployment is a term when an individual is paid with such salary/wages that could not meet his financial needs. It also comes under the meaning of underemployment when an individual is offered with such a job which is not in conformity with his skills and qualification” (Official Website of OECD).

Another driving force behind violent extremism (social in nature), is unemployment. 63% of population in Pakistan is recorded below the age of 25 years which is termed as youth. Income disparities, lack of social integration and high ratio of unemployment are the main factors responsible for extremist trends in Pakistani youth. In 2020 the ratio of unemployment documented in Pakistan was approximately 4.08 percent (Ali, 2009).

According to government’s annual plan Pakistan is the 9th largest country of the world in terms of annual increase in labor force. The current estimation of the report stated that unemployment will reach 6.65 million during the year 2020-21 (Zubeida, 2010).

Unemployment is observed one of the major causes of violent extremism in Pakistan. Thus, unemployed remained the easy target to whom recruitment was offered by the extremist insurgent groups. (Haq, 2017) This assertion in the study is the outcome of “opportunity cost approach”, which explains that labor supply to extremist groups is illegal in the presence of paid employment. Reference in this connection is made from Patricia Justino who says, “More recent studies have suggested that persistent levels of unemployment may make soldering a means of earning a living when other (non-violent) means of livelihoods offer limited opportunities” (Patricia, 2012).

Both unemployment and underemployment as well as poor standard of living among the educated and qualified youth are the major factors of their recruitment in fundamentalist, militant and radical organizations. With such social background, they inclined easily towards violent extremism.

Political Determinants of Violent Extremism in Pakistan

Alternative theory about extremism and militancy states that political forces such as despotic governance leads to violent extremism. The variables that measure the government despotism and authoritarianism are individual liberties, political instability, weak governance, and violation of fundamental human rights are the main factors responsible for human sufferings. To pressurize the government for its bad governance, failure in the provision of basic human rights and to bring the governments in line to the demands and interests of the citizens, some individuals turned to violence in the state. In such situation militant organizations finds an opportunity to recruit the deprived strata of society and to pursue violence in an organized way.

This theory has practical reflections in Pakistani society. This type of violence has been observed in Karachi (by Altaf Hussain's MQM) and Baluchistan. Such as Baloch Liberation Front was founded in Damascus in 1964 by Jamma Khan Marri that remained active in anti-Pakistan insurgency. Pakistan has always been marked with political instability and it has experienced military authoritarian regimes for more than 30 years of its history. During all these years' citizens in Pakistan were deprived of their democratic rights that brought long lasting frustration and disappointment to hearts and minds of people. Consequently, it paved the way for violence and extremism in terms of political ideologies in Pakistani society (Zeiger, 2015).

Some political analysts held Zia Islamization program as the base of politico-religious extremism and violence in Pakistan. One specific religious Political Party i.e., Jamat-e-Islami was given space at the expense of other major religious political parties. (Nasr, 1994). This decision compelled other sects and groups to think in terms of their survival that resulted into sectarian violence in Pakistan (Ahmed, 2012).

The recent political driver behind violent extremism is Pakistan's decision of supporting US led NATO forces in war against terrorism in Afghanistan in the wake of 9-11 incident. The supporters of Taliban regime (mainly madrassa students) and other Jihadists from other Muslim countries turned their cannons towards state of Pakistan. All this brought Pakistan at the brink of civil war. Pakistan's army and security agencies are still engaged in bringing peace and tranquility in the state.

Last but not the least is weaknesses on the part of law enforcement is another major cause of violent extremism on political fronts in Pakistan. Timely response of efficient law enforcement agencies is one of the most important counter violence tools in a state. Unfortunately, both Pakistani law enforcement agencies and policy makers have some genuine obligations due to Islamic bonds and basic state ideology. Extremists are usually taking unnecessary advantage of exploiting religion tactically that cause violent extremism in Pakistan.

According to Rule of Law Index 2014 data Pakistan is ranked 95th among the top 99 effective regulatory enforcement states. The index further states that due to sluggish judicial system in Pakistan criminals are encouraged to violate laws.

Pakistan's Government Efforts to CVE

The Anti-Terrorism ACT (ATA 1997) No. XXVI-97 was one of pioneer efforts at legislative level against counter violence extremism and terrorism in Pakistan. However, this ACT was found insufficient to combat terrorism on several grounds. These are equivocal definition of terrorism, implementation issue between police departments and intelligence institutions, greater dependency on military and less role of civilian institutions etc.

Government in Pakistan adopted mostly kinetic measures to cope with the challenge of extremism. Apart from hard power government introduced some reforms such as legislative reforms, Madrassa reforms, allowing civil societies to initiate disengagement programs and De-radicalization and rehabilitation programs in Swat.

Use of Hard Power

Military operations were one of the prioritized options over which Pakistan relied heavily to counter extremism. Pakistan army has carried out some eight major operations against anti-state and violent extremists, since 2001 (Zahid,2014). These were operations Enduring freedom (2001-2002), Almizan (2002-2006), operation Rahi-Rast (2007-2009), operation Zalzala 2008, Rahi-Nijat (2009-2010), Rah-e-Shaheed 2013, Zarb-e-Azab (2014-2016), and currently operation RaddulFasad started from 22ndFebruary 2017 till date. On 22nd February 2021 DG ISPR. Major General Babar Iftekhar while addressing a news conference in Rawalpindi talked about the progress and achievements of Radd-ul-Fasad. He indicated that since 2017, till 2021, 37500 operations based on intelligence were carried out across the country and restored government writ over 7500 sq. km area in Pakistan. DG ISPR further informed that 353 terrorists have killed in the last 4 years and 5000 threat alerts before its metallization were neutralized successfully. According to him, upon the referral of 717 cases to military courts, 344 terrorists have been penalized with death sentence. Similarly, 1200 sub-nationalists have been disarmed.

Summing up we can say that these military operations were successful to root-out militants in the short term but in the long run failed to address the extremist's feelings in society which are multiplied because of these operations.

De-radicalization and Counter Radicalization Policy

Government of Pakistan made some efforts to implement different counter violence extremist strategies. For instance, adoption of strategy of de-radicalization to disengage militants in line with international CVE models. This was a two-pronged policy adopted in Swat after military operation. On the other hand, youth were disengaged who were indoctrinated by militants. In the same way, counter-radicalization strategy was adopted under the control and administration of Pakistan army. Likewise, Punjab CTD's introduced such programs in Southern Punjab. Some other were carried out under partnership of UNDP and Pakistan (Murphy, 2009).

“Sabaoon” was instituted to launch youth disengagement programs in Swat after the defeat of Tehreek-e-Taliban Pakistan (TTP). “Sabaoon” was run with the collaboration of HUM Pakistani Foundation under the supervision of Dr.Mohammad Farooq khan, a renowned Islamic scholar

and a psychiatrist. Dr. Mohammad Farooq prepared a curriculum for the participants at "Sabaoon" which was composed of four components. These were: counseling of participants and their families, mental health services and therapeutic counseling of the participants, job oriented vocational education and training, re-education on the issues of Jihad, Islamic jurisprudence and democracy. "Sabaoon" was a small scale but a successful venture that disengaged 143 proselytized individuals. Along with "Sabaoon" two other sister projects namely, "Sparlay" and "Mashal" were initiated targeting the adult detainees. Three other minor level programs, "Rasthoon", "Helia" and "Python" were also launched with little success and popularity, for de-radicalization of youth (Ali,2009).

Passing of NACTA ACT 2013

It was 2009 when militancy in FATA left no stone unturned to sabotage almost every sector of Pakistan's polity. In response, NACTA was established initially with the intentions to devise the strategy of combating terrorism and to address both short- and long-term objectives. It was also mandated to administer the mechanism of action plans and their enforcement.

A separate wing of Counter Terrorism and Extremism (CTE) was made operational and was tasked to build a national narrative against extremism. NACTA's CTE branch is currently dealing with proscription of extremist organizations, Madrasah Reforms, and monitoring of National Action Plan. Similarly, NACTA's vision and mission is to unify Pakistan's response to counter extremism through its coordination at national level in intelligence grading and enforcement of terrorism related laws and its enforcement.

NACTA was given legal mandate in 2013, through NACTA ACT No XIX.2013 passed by parliament. This act revived this dormant body and was tasked with some other mandatory functions such as, research, development, countering terrorism financing and money laundering, counter extremism, monitoring and evaluation, intelligence grading and coordination at national with provincial level Counter Terrorism departments (CTD's).

National Action Plan (NAP)

In response to massacre in Army Public School Peshawar on December 16, 2014, government of Pakistan promptly prepared a 20 points National Action Plan to counter violent extremism and terrorism. NAP gave clear message to militants, of zero tolerance strategy. It was an effort for choking financial and organizational networks of terrorists in Pakistan.

All the political parties came on same page over making and implementation of this plan. NAP emphasized over making Anti-Terrorism task force and for speedy process of convicted terrorists establishing of military courts were suggested. Dissemination of hate literature and material were targeted through madrasah reforms.

NACTA was also assigned with multiple tasks under this plan and was made active to coordinate with nationwide CTD's in order to combat terrorism and extremism in all its manifestations. Issues of Baluchistan reconciliation, reforms in erstwhile FATA, adjustment and documentation and repatriation of Afghan refugees and Karachi operations were made

prioritized goals to be accomplished. According to Pakistan timeline statistics the incidents of violence were decreased 30% in 2014 as compared to 2013 (NACTA official website).

National Internal Security Policy

In 2013 terrorism was one of the deadliest and most dangerous challenges faced by Pakistan. Terrorism not only cost Pakistan economically, but also claimed precious lives of our military personnel, police, other civilian armed forces, law enforcement officers and innocent non-combatant civilians. It is estimated that terrorism cost us more than 50000 precious lives during the years 2004-2014. Pakistan suffered a loss of around 78 billion dollars due its participation in global war on terror. The security situation worsened, and the economy deteriorated. Although Pakistan has remained a front-line state in the global war against terrorism. However, there was a lack of coordinated and comprehensive response to this menace. Therefore, need a rose for National internal Security Policy (2014-2018).

National Internal Security Policy (NISP) was the first of its kind, initiated in 2014. It was a comprehensive security policy document on matters pertaining to internal security the policy was based on three pillars.

- a. Dialogue
- b. Deterrence
- c. Isolation

The policy was Pakistan's response to the destruction brought upon it by the menace of terrorism. In the four years since NISP I was formulated the security landscape of Pakistan had changed immensely. ISIS/Daesh was also a new addition to the security challenges faced by the country. Another addition to our warns was the creation, of cyber wings of terrorist organizations. We did not have a dedicated policy directive for this new problem as well. Moreover, Universities which are a place for free exchange of ideas also, become affected and therefore incidents of extremism were increased 2014 onwards. These were the reasons that we had to come with an improvement in NISP 1 and hence NISP II for the period 2018-2023 was formulated.

Madrassa Reforms

The history of madrasah reforms in Pakistan may be traced back to General Ayub Khan's proposal to bring changes in the curriculum in madrasahs in 1960's. These proposals were rejected by all the religious and political elements on the grounds of Ayub's secular inclinations. In the time of General Zia ul Haq new reforms were float up. He instituted a National Committee for Deeni Madaris with the objective to assist madaris financially and to modernize their curriculum (Fair, 2009).

In the government of Benazir Bhutto (late) again the urge was felt to bring some workable formula in terms of madrasah reforms in 1994. The reason behind her concern was the immense growth of unregistered madrasahs. (Murphy et,al 2009) Government of PPP was determined not to register new madrasahs and decided to legalize the already existing ones in lines with Societies Registration Act 1860. Due to political instability and the dismissal of Benazir

government before the mandated tenure these reforms and registration process couldn't be materialized. Consequently, several new madrasahs were flourished unregistered.

In 1999 the Defacto government of General Pervez Musharraf again opened the chapter of madrasah reforms. He issued Voluntary Registration and Regulation Ordinance (VRRO) with the intentions to introduce subjects of computer science and humanities in madrasahs. A five-year expenditure of 113 million dollars plan was prepared for the modernization of madrasah students (Rehman, 2004).

In 2005 Musharraf's government made a major development in terms of madrasahs registration and management. Societies Registration Act 1860 was amended, under which madrasa registration was mandated. Under that amendment madrasah's financial audit was made mandatory and promoting and teaching sectarianism, militancy, and religious extremism was banned. National Madrasa Oversight Board was given the task of management, coordination, and negotiation with those who resisted the reforms. Ministry of interior and NMOB signed an accord to reform Madrasah's curriculum and to materialize their registration. Accordingly, 15656 religious schools were registered. After all these efforts it is believed that 35000 unregistered madrasahs are still exists in Pakistan (Rehman, 2004).

Findings of the Study

1. Extremists' narratives indoctrinated vulnerable strata of society and influenced them with their ideology.
2. Establishment of their recruitment network and winning public support in society.
3. Those who are convicted and imprisoned were found in need to teach them with true lessons of Islam, humanity, and fundamental rights through the initiation of different rehabilitation programs in prisons.
4. The existence of strong organized brigades of terrorists can be fractured through offer of rewards and concession and peace deals as per the study of international models of CVE.
5. Misguided youth need to be protected through rehabilitations programs guidance and counseling.
6. The terrorists who abandoned and decided to quit are still facing issues to live a respected normal life.

RECOMMENDATIONS

Violent extremism is the menace from which not only Pakistan rather the entire world is suffering. People at both individual and societal level are facing the threat of extremism. Thus, the study under consideration is based on accurate data and research attempted to identify the factors of extremism and suggested the counter violent extremism measures which may help the stockholders concerned at government level.

Firstly, it is recommended that our society need a three-pronged commitment to counter the nuisance of extremism. These are individual, society and state level commitments. At individual level a commitment to motivate youth to play positive and constructive role in society by refraining themselves form groups, friends and gathering who are prone to extremism or involved practically. At societal level it is suggested to encourage business activities, to create

employment opportunities and to eliminate discrimination based on color, cast, sect, religion, gender, linguistic and region. Parochialism and insularity are the enemy of social and national integration. At state level government of Pakistan need to facilitate the provision of social justice, dispersion of equal opportunities, in terms of economic, social, and political domains and protection of fundamental rights and liberties. Effective check and lobbying need to be undertaken by the NGO's along with government organizations to evaluate the progress achieved by NAP in terms of counter extremism. All such practices observed in developed world had successfully worked in countering extremism (Kennedy, 2003).

Secondly, good governance as a pre-requisite of CVE results social cohesion, economic and political stability. It also helps in strengthening the institutions involved in bringing social change, development and modernization of society.

Thirdly, we need to develop strong effective counter narrative against the narrative of extremists that worked successfully in recruiting the young, immature, and mostly illiterates. The government needs to take practical steps to stop the propagation of extremist literature.

Fourthly, the government need to pursue the policy of (engaged and disengaged) which will help to bring all the concerned on same page to eliminate the ethnic, sectarian, political and ideological diversions.

Fifthly, it is explicitly observed that all the counter extremism policies made in Pakistan need financial support for its successful implementation. For example, NISP I 2014-18 was hastily moved and its budgetary requirements were ignored.

Sixth, Pakistan's policy approach laid too much importance on countering violence extremism, militancy and terrorism while ignored de-radicalization and rehabilitation approach in society which can successfully root out violence from society.

Seventh; the threat of radicalism and extremism need effectiveness on the part of law enforcement with zero tolerance policy for the violation of laws. In many of the blasphemy cases, the convicted are yet to be punished apart from few like Mumtaz Qadri.

Eighth; Pakistan requires reexamination of its security policies in terms of proxies and vague concept of Jihad. Now Pakistan needs to focus on India and Afghanistan and to pay special attention to erstwhile FATA where still freely use of weapons and its sale is observed without licensing even after its merger.

Ninth; Pakistani society badly lacks interfaith harmony. Diversity doesn't mean to criticize each other sects and religions because peaceful coexistence based on tolerance can counter the extremist tendencies. Interfaith harmony can also be realized through media and civil society. Government needs to monitor such media channels that propagate extremism.

Tenth; in ex-FATA private FM channels were mainly involved in promoting militants anti state extremist ideologies. Those who were indoctrinated now need engagement in de-radicalization and rehabilitation process. Sophisticated machines need to be installed near Durand line to monitor the FM channels both within and across the border.

CONCLUSION

The discussion above explicitly shows that violent extremism in socio-economic, political and religious forms jeopardized the lives of majority of innocent people. Glorification of extremist Ideologies and the popularity of their doctrines threaten pluralist society of Pakistan. Intolerance is the worst enemy of peaceful coexistence. Keeping in view the importance of tolerance and absorbance of diversity, the new Sustainable Development Agenda 2030 set the goals to maintain peace, justice and promotion of inclusive societies to prevent violent extremism.

This study not only limits itself to religious extremism rather it applied many other forms of extremist behavior such as political, cultural, and economic. Violent extremism needs a rigorous policy for the maintenance of security to protect the lives and assets of the people. Such policy shall not rely on strict kinetic measures rather it needs to apply development related models for the identification of causes and solutions to CVE. As discussed in the paper the responsibility of the government is to inculcate tolerance in the community and to promote pluralism through rehabilitation models that are successfully applied in Australia, Malaysia, UK, and Saudi Arabia. Philistinism can be effectively treated through de-radicalization projects. Those who are involved or vulnerable need an arduous mental training, teaching true Islamic values, Islamic jurisprudence, and concept of democracy, importance of education, provision of equal opportunities and justice for their successful disengagement.

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CHAPTER

4

National Security Complexes and the Realization of the Sustainable Development Goals: Comparative Assessment of Pakistan and India

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Abstract: *Sustainable Development Goals (SDGs) are comprehensive enough to accomplish Non-Traditional Security around the globe. India and Pakistan are quite significant with regard to human conditions. Both the neighbors are home to more than 20% of the global population with widespread poverty, illiteracy, homelessness, inaccessibility to clean water, pollution, global warming, inequality, social insecurity, crimes, lack of enough infrastructure and industry. Ironically the countries are engaged in rivalry with each other and against other political entities as well. Their national priorities therefore, are focused enough on hard security measures to overshadow the required progress over SDGs. Pakistan defense share as per its GDP, in 2021 budget is 4% and that of India is 2.4%. It is not only the spending, but the ensuing philosophy of state and politics as well that describe seriousness to work for the realization of SDGs. The study therefore is important to explore the impact of hard security measures on the SDGs. Realism is best theory to explain the dilemma; while Qualitative and Thematic Analysis is helpful to discuss the findings of the study that SDGs are to be attained by 2030.*

Keywords: *SDGs, India, Pakistan, Non/Traditional Security, HDI.*

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INTRODUCTION

Pakistan and India are interlocked into traditional enmity since their independence as twin states. Both have fought three major wars and a lot of battles. They have been wasting a great amount of resources on security measures that impact spending over human development to protect the lives of more than 1.5 people from non-traditional threats. This is big dilemma to negatively impact the future of the generation.

Research Problem

Traditional security concerns of India and Pakistan divert the required resources and attention to realize the SDGs in due time.

Objectives of the Study

The study revolves around the following objectives;

1. To evaluate the security complexes of Pakistan and India and the ensuing policy focus to deal it,
2. To analyze the implications of 'over-focus' of traditional security measure for the realization of SDGs.

METHODOLOGY

The study is qualitative in nature. Keeping political limitations in mind, the data is collected from secondary sources. The sources include books, newspapers, journals, reports and commentaries. A good proportion of the type of sources is properly cared. The data is analyzed through Thematic Approach. The data is coded as per standards and then put into sequential themes. The Findings are established in the light of the set objectives of the study.

THEORETICAL FRAMEWORK

Looking into the nature of state behavior of India and Pakistan, Realism best explains that why traditional security measures, overshadow non-traditional threats i.e. SDGs. Both the countries spend billions of dollars over its militaries. Their priorities are shaped by the physical threats they face since 1947. Military spending is inversely proportional to care of human security. The Europe and other advance countries, drastically reduced defense budget in the last few decades that helped increase spending over health and education. According to study, public spending on the military in industrialized countries has fallen by 40 per cent since 1960; health and education spending has been higher for at least 15 years (Sivard, 1996). Pakistan and India's case is to witness continuous increase in defense budget. All this is best explained by Realist Theory.

Realists tell us that state priorities are set under the security concerns of a state. They put national interests ahead of any other commitment. Neo-Realists point towards the structure- Anarchy- as a determinant of state behavior where no one cares the security of the state but only itself. Thus they advocate power as an essential thing to protect national interests. But power is dynamic and

relative that keeps state in continuous struggle for power. Hans J. Morgenthau's signature quote, "like all politics, international politics is a struggle for power" guides us to understand that power-seeking is an un-ending process.

The Realists' core notion, 'security threats determine states' priorities', leads us to a reverse assumption- the less the security challenge, the reduced spending on military. It is a well-known fact that defence cuts make more money available for human security. Pakistan and Indian focus on SDGs may therefore, best be understood if the assumptions of Realism are applied.

SECURITY CONCERNS OF INDIA AND THE ENSUING FOCUS

Looking into its politics and history, India's security concerns are categorized into two; external and internal. Both types of security concerns are interconnected but the external threats are more crucial. It is located in South Asia, bordering with eight neighbors i.e. China, Pakistan, Sri Lanka, Bangladesh, Myanmar, Bhutan, Maldives and Nepal. According to ranking in the world, India is seventh largest in territory and second largest in population. The country is multi-ethnic, multi-lingual and multi-religious country to shape its constitution as pluralist and federal.

External security complexes of India initially emanate from its disputed borders with some of its neighbors. Its border with China is quite problematic. McMahan line is broadly known as Line of Actual Control (LAC) after the 1962 Sino-India War. The war took place on two sectors; the eastern and the western. India was defeated and a big part of Kashmir, the Aksai Chin was snatched by China. The war reversed the 1950s warmth in Sino-India relations, characterized by slogan, *Hindi-Chini-Bhai-Bhai* (Indians and Chinese are mutual brothers). They were the years to fix Indian mindset for national priorities to meet the intensifying security challenges.

An undeclared alliance against India emerged after 1962 war. Pakistan and China signed a border agreement in 1963. The agreement adjusted the parts of border according to the strategic purpose vis-à-vis India in Kashmir. Pakistan ceded 2100 sq. miles in Kashmir adjacent to Aksai Chin (Wright, 1989, p.19). Thus the relations were rightly described to be higher than mountains. India felt sandwiched between two rivals on two different fronts. The 1965 Pak-India war further intensifies Indian fears. All this would make India to go for a nuclear Program.

India has also been facing internal turmoil. India's real strategic weakness is the Siliguri Corridor widely known as the Chicken Neck. It is like a fulcrum to hang two portions of India; the Northeast India and the remaining India. The corridor is a narrow land of only 22 km width. The Northeast India is comprised of 8 states; initially seven of them are known as Seven Sisters State, because of their geographical similarities and mutual interdependence. But they are different from the remaining India.

The Northeast India shares, a long border with states like, China, Myanmar, Bangladesh and Bhutan. The area is different in ethnic makeup from the rest of India. Their mutual issues, issues with the bordering countries and the federation have given rise to strong ethnic resentments to cause the rise of various local armed groups and insurgency. The groups include; National Liberation Council of Taniland, United Liberation Front of Assam, National democratic Front of Bodoland, United People's Frond on Democratic Solidarity, United National Liberation Front,

National Liberation Front of Tripura, etc. To fight the insurgency in the area, India has allocated huge amount of resources.

India already has been facing deadly insurgencies in Kashmir and Punjab. According to the United Nations Security Council (UNSC) resolutions Kashmir is a disputed territory between Pakistan and India that is to be decided according to the willingness of its Kashmiris. The issue has directed the Indo-Pak relations since 1947. Both have fought three major wars and a number of battles and skirmishes over the issue. India keeps around 600,000 troops in Kashmir to fight against external and internal challenges (Anshuman, 2017). India reserve special packages for Kashmir to diffuse anti-Indian feelings in its residents. Only in 2015, Prime Minister Modi announced 80,000 crore Indian rupees as a development package for Kashmir (“PM Modi announces”, 2015, Nov 8).

Such a problem is faced in Punjab as well by India government. The Sikh nationalists started Khalistan Movement in 1980s. The movement was focused to create a separate homeland for Sikhs to be known as Khalistan- the land of Khalsa. The movement received huge sponsorship by the Sikh diaspora in Europe and America. In 1977, Khalistan National Council was declared by Sikh leaders in London. They claimed Khalistan as their independent state. In 1980s the movement went militarized. “Between 4 August 1982 and 3 June 1984 there were over 1200 violent incidents in which 410 people were killed and more the 1180 injured. From January 1st to June 3rd, there were over 775 violent incidents in which 298 people were killed and more than 525 injured” (Ghosh, 1997, p.95). Operation Blue Star was announced by Prime Minister Indira Gandhi to curb the militants. The operation caused huge anger amongst the Sikh to kill the prime minister in retaliation by one of her Sikh guards. The situation led to widespread anti-Sikh riots.

There are also problems in South Indian states i.e. Kerala, Karnataka, Tamil Nadu, Andhra Pradesh and Telangana. These states are different from northern states is landscape, location, ethnicity, languages, socio-economics, development indicators, demography and complexion. All this has impacted their philosophy of federalism. These coastal states are more educated and advanced than the northern to share bigger amount in federal tax revenue. The national financial commission of India has devised a formula to redistribute the income in a way where the southern states are made to get half of their income, while the northern is given double. In India this called North-South economic divide. Therefore, there is a huge sense of frustration in the south states against the north states. The situations coupled with historical odds, has led to regionalism feelings to give rise to region-focused political parties. The region is also fertile for communist attraction. The Deccan Plateau is known for uprisings in history.

PAKISTAN EXTERNAL AND INTERNAL SECURITY ISSUES AND IMPACT ON STRATEGIC THINKING

Pakistan was carved out of Indian subcontinent as an independent country in 1947, carrying some issues from ‘incomplete’ division. It is 5th largest populated country in the world with 33rd in global ranking according to its area. It has borders with four countries; Iran, Afghanistan, China and India. The country shares a modest coastline with the India Ocean. Two of them, India and Afghanistan are South Asia countries with strong, geographical, ethnic and historical commonalities. But they are at odds with Pakistan.

After partition, India and Pakistan couldn't manage to live at peace with each other. There were certain reasons for that; Kashmir on top out of them. In the 3rd June Plan it was decided that the princely states would go either to Pakistan or India, keeping in view its geographical proximity and the nature of population composition. The plan was not clear enough to decide the future of states like Kashmir, situated on the common border of Pakistan and India. The plan had another ambiguity to define the formula of decision making with regard to accession of the princely states. Resultantly, the Kashmir state couldn't decide its fate peacefully. The ambiguities slowed down, to whom Kashmir should go. Hindi maharaja finally signed a treaty of accession with India, allowing Prime Minister Nehru to send forces to Kashmir. That led Pakistan to fight first Indo-Pak war. Since then Kashmir is pending to be decided. The two countries have fought three wars and various battles over Kashmir and related matters.

The issue has caused other security concerns for Pakistan. Quaid-e-Azam, the founder of Pakistan regarded Kashmir as a Jugular Vein as the country's agriculture is dependent upon the river water coming out the valley. Pakistan repeatedly has been complaining of the stoppage of water by India. In 1960 World Bank brokered Indus Basin Treaty between the two countries to distribute water between them. Despite the treaty, Pakistan is not happy, what India has been doing with river waters.

The division of India hadn't entailed the division of rivers and canals water between India and Pakistan. In 1948, the water of some of the canal and distributaries were stopped by West Punjab into Pakistani Punjab. Both the countries signed a provisional arrangement in the form of Inter-Dominium Accord in May 1948 to allow enough water to Pakistan in the streams. International community assessed the gravity of the situation that led World Bank to take the case a mediator in 1951. The negotiations consumed longer time unlike expected. Finally, Indus Basin Treaty was signed in 1960 to recognize Pakistan right over the three western rivers, while India's the three eastern rivers. The treaty is quite detailed to cover agriculture, storage, power plants, socio-economics, dispute resolution mechanisms etc. Still there are loopholes to make parties to interpret the terms in its favor. The Baglihar Dam and the Kishanganga power project created huge tensions.

Rivers and dams issues in the context, precipitate Pakistan's water issue. According to the IMF 2018 report Pakistan stands 3rd in the world to face water shortage. Certain other institutions i.e. UNDP and Pakistan Council in Water Resources has warned Pakistan for complete water scarcity by 2025. "Pakistan, being a third-world country, is facing numerous threats ranging from proxy wars to food shortage to drug abuse to the water crisis. Although each threat is eroding the country's peace and economy, the water crisis seems to be the most somber one" (Hayat, 2021). It is predicted that Pakistan will become the region's most "water-stressed" country by 2040 (Baloch 2018). According to the Indus Water Treaty, Pakistan can store the water of the three western rivers- Indus, Jhelum and Chenab. But due to the country's incapability it stores only a small amount. This made India to argue before the international bodies to allow her to store the water as Pakistan can't use it. The Pakistani government has blamed India for building 'illegal' dams and power plants on Jhelum and Chenab- Kishanganga hydroelectric plant and Baglihar Dam. This has raised fears for war over water in the future. "It will take a decade or so if India starts construction of dams and other water reservoirs on the western rivers... tantamount to waging a water war" (Latif & Niazi 2019).

Pakistan also complains against its northwestern neighbor, Afghanistan. Pak-Afghan issues are inherited of British rule over India. Durand Line Agreement of the 1893 has given birth to Pashtunistan and border issue. It was the reason that Afghanistan refused to recognize Pakistan in the start years. The fact made both the countries to blame each other for intervention and interference. Bannu Resolution in June 1947, demanded for an independent Pashtunistan. The British government declined and only two options were given; either to join Pakistan or India. Afghanistan sided the nationalists and therefore, refused to recognize a country that would also include the 'disputed' Pashtun territory. It was the actual fear that made Pakistan to retain FATA as per its status with military presence along the Durand Line. The Pak-Afghan mistrust carried itself to the Soviet intervention in 1979.

Pakistan opposed the Soviet Union invasion of Afghanistan and allied itself with the United States to build resistance in Afghanistan. Mujahideen were recruited, trained and equipped in Pakistan to fight against USSR. Pakistan became a blue eyed baby of the West especially, American to get huge military and financial support. After the Soviet withdrawal, Afghanistan was left without addressing the main issue; who shall govern the country and how? This led to civil war. Pakistan jumped on the side of Taliban. Many thought it Pakistan's Strategic Depth policy to have a friendly Afghanistan to help it with regard to India's animosity. Taliban could continue till 9/11 as the world was to dislodge them as punishment to have refuged al-Qaeda and Osama bin Laden. Pakistan took U-Turn with regard to Taliban under the associated security dilemmas that guided Pakistan policy towards Afghanistan. The result was wrath of the Taliban and its supporters to target Pakistan as revenge. Resultantly, Pakistan was also held in internal troubles of terrorism and insurgency.

Religious military challenged the very core of Pakistan security apparatus. The militants organized themselves under different names, finally forming a single platform with the name of *Tehreek-e-Taliban-Pakistan* (TTP). Initially, tribal areas were torn apart by the militants to occupy Waziristan; parts of Khyber, Kurram, Orakzai and Bajaur agencies. Thing went out of control when Taliban held Swat Valley and the adjacent parts. The state writ of Pakistan was challenged through sheer violence and force. Law enforcement agencies and other departments were virtually dysfunctional. Pakistan tried to resolve things negotiations but failed. Resultantly multiple military operations were conducted to root out terrorists. The operations caused derailment of social life. Millions of people were internally displaced (IDPs). People livelihood drastically suffered. A huge humanitarian crisis took place. Pakistan couldn't manage the crisis without the support of international community. It took very long to bring things on minimal normalcy. All this has diverted Pakistan to focus on other issues.

Pakistan is 10th in global rank according to its military. So far, the country has spent billions of dollars on its defense.

SDGS TARGETS AND INDIA

India is second largest country according to its populations. It is a developing country with a lot of problems regarding human development and human security. According to UNP Human Development Index Ranking 2020, India stands 131- the country with the second largest population (UNDP, 2020). The same report counts India life expectancy at birth (SDG3), expected years of schooling (DG 4.3), Mean years of schooling (SDG 4.6) and GNI Per Capita Income

(SDG 8.5) as 69.7, 12.2, 6.5 and 6681 respectively. India's Inequality-adjustment HDI is .475; Gender Development Index .820; Population in multidimensional poverty, headcount (%) 27.9; Homicide rate (per 100,000 people) 3.1; Carbon dioxide emissions, production emissions per capita (tonnes) 2.0; Total population (millions) (Data refers to 2030) 1503.6; and Skilled labour force (% of labour force) 21.2 (UNDP, 2020).

A lot of improvement is needed in India. "Despite lifting 271 million people out of poverty between 2005-15, India still remains home to 28 per cent of the world's poor" (Jitendra, 2019). 364 million people out of 1.3 billion are poor (Jitendra, 2019). Between 1990 and 2017, India's HDI value increased from .427 to .640, an increase of nearly 50 per cent, and an indicator of country's remarkable achievement in lifting millions of people of poverty (Kadiyil, Forrier & Arthur, 2020). All other indicators have improved as well but India still has to travel longer.

Sanitation in India is a big issue. Drainage and disposal system are chronic. In 2017, it was estimated that 732 million people are not in reach to toilets in India (Vyawahare 2017). "It is the highest number in the world. If all these people stood in a line, the queue would run more than four times around the earth, the report released ahead of World Toilet Day on Sunday, said women and girls are among the worst hit, with 350 million of them lacking access to basic sanitation" (Vyawahare, Nov 21, 2017). Likewise, clean drinking water is another issue. Indian people depends on ground water to drink but it's one third is undrinkable due to fluoride, salinity, arsenic etc. India stands 122 out of 123 countries in the water index; waterborne diseases affect 37.5 million Indians each year that cost India USD 600 million (World Bank Group, 2017).

India faces sever health issues as well. It includes; malnutrition, communicable diseases, high infant mortality rate, female health issues, rural health, non-communicable diseases, etc. A report in 2005 told that 60% India kids, under 3 years, were malnourished- greater than African countries with 28% (Rief, 2009). India ranking is alarming as per Global Hunger Index GHI-2020. Its position is 94th amongst 107 countries; behind Pakistan, Nepal and Bangladesh. Some of the states in India are in more vulnerable position, GHI wise.

Environmental issues are equally important in India. Resources depletion, environmental degradation, deforestation, agricultural land degradation, public health, livelihood security, loss of resilience in ecosystem and loss biodiversity are the major issues of the kind. Some of the major environmental degradation includes; water scarcity, water pollution, groundwater table, waste management, biodiversity, air pollution, soil degradation etc. Germanwatch in its Global Climate Risk Index 2021 has regarded India as the Seventh most-hit country for climate change (Eckstien, Kunzel & Schafer, 2021). Environmental degradation damages Indian economy a lot. According to the World Bank report, India loses USD 80 billion annually because of environmental degradation (Weidner & Janicke, 2013).

India is also chronic in inequality. "The Gini (inequality in income distribution) coefficient points to an increasing inequality in India. The coefficient in 2014 was 34.4 per cent (100 per cent indicates full inequality and 0 per cent full equality). The coefficient increased to 35.7 per cent in 2011 and to 47.9 per cent in 2018" (Chaudhuri & Ghosh, 2021). Between 2000 and 2019, GNP, per capita income increased five times. The top 10% and the bottom 10% earned 56% and 3.5% respectively, while the former owned 80.7% of the total wealth in India- a huge inequality gap (Chaudhuri &

Ghosh, 2021). The inequality may be witnessed in various ways; gender, race, demography, north vs. south India, professions, economy sectors etc. Indian system doesn't offer equal opportunities.

All other sectors of India, as enumerated by SDGs as targets for 2030 are equally ignored in India. This not only harms India's economy by its populations as well. The situations present grave challenges to India as an emerging economy and politics. The conditions in Pakistan are almost the same.

PAKISTAN AND SDGS, ASSESSING HDIS

Pakistan is country with more than 22 crores of people living in. It is the 5th most populous country in the world. Since 1950, the country's population has increased more than fourfold while urban population has expanded for more than sevenfold. There are four provinces, a Capital and recently, dissolved FATA into Newly Merged Districts (NMDs). Population is unevenly distributed amongst different federal units. Punjab resides more than 50% people while Baluchistan is the smallest province. Karachi is the biggest city with more than 16 million inhabitants. Agriculture is the major source of livelihood in the country. The development indicators in Pakistan are quite alarming that challenge the huge security buildup and military power.

According to UNDP, Pakistan's HDI index value is .557 giving 154th rank to Pakistan (UNDP, 2020). According to the same report, Pakistan's health, education, income, inequality, gender, poverty, work, human security, trade & financial flow, mobility & communication, environmental sustainability and demography HDI values are, 67.3, 8.3, 5005, .384, .745, 38.3, 50.2, 3.9, 30.4, 15.5, 1.1, 263 and 27.8 respectively.

Health in Pakistan is in debilitating condition. According to the World Health Report of 2000 Pakistan ranking is 122nd out of 190 countries (Tuller, 2008, p. 184). In a 2018 study, Pakistan was placed 145th out of 195 countries in accessibility and quality of health, "far behind its South Asian counterparts India, Bangladesh, and Sri-Lanka" ("Lancet study places Pakistan", 2018). The country carries diseases of various types; both contagion and non-contagion. Cancer especially breast cancer is quite common in Pakistan. One out of nine women suffers of breast cancer in Pakistan- the highest in Asia ("Breast cancer rate in Pakistan highest in Asia", 2021). Diabetes is equally dangerous in Pakistan. "The International Diabetes Federation (IDF) diabetes atlas 2017 ranks Pakistan at 10 of 221 countries of the world, having 7.5 million cases of diabetes (20–79 years)" (Adnan & Aasim 2020).

According to Global Health top-10 causes of death are; ischemic heart diseases 8%, cancer 8%, lower-respiratory infection 8%, diarrheal diseases 6%, stroke 6%, neonatal encephalopathy 5%, chronic obstructive pulmonary disease 5%, TB 5%, pre-term birth complications 4% and diabetes 3% (CDC-Pakistan, n.d). According to experts, 46 people die of heart diseases each hour. Prof. Khawar Kazmi, an eminent cardiologist once told, "Three years ago, only 12 people were dying due to heart diseases per hour but only in a matter of three years, the figure has alarmingly increased fourfold and now (2018) 46 people are dying due to heart attacks in Pakistan" (Bhatti, 2018). WHO report recorded 1329.3 thousand deaths caused by various diseases in 2013 in Pakistan (WHO, 2015). Being a poor country, Pakistan is not ready to deliver health services. Pakistan spends less than 1% of GDP on health against the WHO 6% recommendation.

Environmental degradation in Pakistan is equally changing the society and state in Pakistan. Pakistan is amongst the worst cases in the world. Yale University's Environmental Performance Index (EPI) list, Pakistan rank is 169 with 37.5% score and baseline of 172 (Yale University, n.d.). The country rank in environmental health is 177, air quality 176, water and sanitation 140, drinking water 142, lead exposure 178, ecosystem vitality 100, forests 6, tree cover loss 6, climate and energy 84methn emission intensity 134, black carbon emission 102, air pollution 139, water resources 139 and agriculture 131 (Yale University, n.d.). Almost every environmental indicator is threatening. The result is a huge economic, social, health, psychological and political impact.

Pakistan has been losing Rs. 1.0 billion (USD 9.6 millions) each day to due to environmental degradation while spending 0.00028 percent of GDP on the issue (Khan, 2016). In addition, a big number of people die of environment related issues in Pakistan. "About 200 deaths per 100,000 population are attributable to environmental factors in Pakistan... about 30 deaths per 100,000 are attributable to indoor air pollution, while about 25 deaths per 100,000 are attributable to outdoor air pollution" (WHO, 2021). Another report in Pakistan, in 2019 find out that 128,000 deaths annually happen due to climate change- quite shocking (Junaidi 2019). The environment causes huge demographical and socio-economic changes as well. The small landowner who accounts 80% of agriculture, are at the worst vulnerability. It causes them for mobility, both sectorial and demographic.

Poverty is also chronic in Pakistan. Pakistan stands 54th in world poverty ranking according to GDP based Purchasing Power Parity (PPP) per capita S 5,872 (Ventura, 2020). In 2015, 24.3% lived below national poverty line in Pakistan that was estimated to raise 40% in 2020. The outbreak of corona pandemic aggravated chances for more poverty. "The poverty rate declined by 40 percent over the last two decades to 24.3 percent in 2015, the IMF projects a sharp reversal, with up to 40 percent of Pakistanis living below the poverty line in COVID-19's viral wake" (UNDP, 2020). It was also expected that GDP growth shall slow to 3 and agriculture and other sectors shall slow down as well. Pakistan is currently under IMF program. The program conditionality has chronically raised inflation ration. Average inflation rate in 2020-21 (July-Jan) was 8.19, according to Pakistan Bureau of Statistics. In 2020 unemployment rate was recorded as 4.7% (World Bank, 2021). In the Global Hunger Index, (GHI) Pakistan stands 88 out of 107 countries in the world in 2020 (GHI, 2020). Pakistan is less prepared to deal with the poverty.

Inequality is found in many shapes in Pakistan. High inequity I found in land distribution. "Farms less than an acre constitute 19pc of the total number of farms but the area covered is 1pc of the total; farms under five acres constitute 64pc of the total but the area under their command is only 19pc of the total farm area. On the other hand, farms of 25 acres to over 150 acres constitute only 5pc of the total number of farms but they constitute 35pc of the total area" (Rehman, 2020). Gender inequality is very vast as well. In Pakistan literacy ratio is below than the three neighboring countries; India, China and Iran. The number of out-of-school children in Pakistan is highest after Nigeria. Disparities in education are quite huge. In Karachi, Lahore Islamabad the ratio is almost 75% but less than 9% in tribal areas and Baluchistan (Hunter, 2020). In 2017 the literacy rate in the country was around 59% with huge gender inequality; 71% male and 47% female.

FINDINGS

1. India and Pakistan still spend hugely on their defense. They decide their priorities according to the traditional security threats while ignoring challenges to non-traditional security. The actions of both the countries are therefore, guided by the assumptions of the Realist Theory.
2. The countries' affordability is limited enough that huge military budget impact progress over SDGs. According to 2020's statistics, India and Pakistan are top-10 military powers but are below top-100 in almost every Human Development Index.

CONCLUSION

Over-focus on traditional security, impacts progress on non-traditional security; and Pakistan and India are the exact reflections of the fact. Improvement of SDGs, both by Pakistan and India, is inversely conditioned with the level of emphasis on military arrangements. The track record and readiness of both, is quite discouraging with regard to SDGs. Both rivals have some of the finest fighting capabilities; but worse readiness to cope with the challenges to human progress and existence. India, being one of the biggest emerging markets has better chances to keep the existing military structure while working for the achievement of SDGs too. Pakistan faces a lot of financial difficulties to keep either the gigantic military structure or deal with the non-traditional security threats. Annually, more people are killed in Pakistan by diseases alone than are killed by traditional threats in combined since the country's inception. This is quite alerting reality, if it is not realized, the lives of millions of people would go at stake.

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CHAPTER 5

Exploring the Sources of Self-Efficacy in Female Pre-Service Teachers Enrolled in a Government University of Pakistan

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Abstract: *This study explored the sources related to the self-efficacy of four currently enrolled pre-service teachers in a teacher education program of a government university in Pakistan. In-depth interviews were conducted to find out the experiences which contributed as sources to boost up their self-efficacy. Therefore, only those sources were the findings of this study which contributed to enhance the self-efficacy of pre-service teachers. Interviews were conducted under the guidance of Banduras' framework of theory (Bandura, 1977). The findings revealed that social persuasions and mastery experiences were the most influential sources of their self-efficacy during their teacher education program respectively. Other two sources of vacarious experiences and psychological effects also contributed their part in constructing the positive self-efficacy in pre-service teachers but not like social persuasions and mastery experiences. The most prominent experinces were observing other teachers, teaching guidance from serveral means, appreciative comments as a teacher, teaching practices and previous experiences. Including these most prominent sources, other findings of the sources are also illustrated in this study with the view-points and perceptions of Pakistani pre-service teachers.*

Keywords: *Self-efficacy, sources, Female, preservice teachers, Teaching practice.*

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INTRODUCTION

Teacher efficacy has been defined as the beliefs of someone's capability to overcome the difficulties in class or to boost up unmotivated students for their learning and engagements. (Tschannen-Moran & Woolfolk Hoy, 2001: p. 783).

Previous researches have well documented the extent of self-efficacy of pre-service teachers, but have not explored a lot especially through qualitative study (Anderson & Betz, 2001; Poulou, 2002; Tschannen- Moran & Woolfolk Hoy, 2001). Researchers (Anderson and Betz, 2001) have also claimed that little research was conducted on the sources of self-efficacy. Tschannen-Moran and Woolfolk Hoy (2007: p. 953) also argued that "it is of both theo-retical and practical importance to understand the sources teachers tap when making judgments about their capability for instruction".

This study is entirely based on theoretical concept of Banduras' framework (Bandura, 1997), which consists of four hypothesized sources proposed by him. These four hypothesized sources include mastery experience, social persuasion experiences, vicarious experiences and psychological effects. Each of these sources is introduced in this portion of the study, which will lead to understand this study in a better way.

Mastery Experiences

This source of self-efficacy is considered as the most influential source according to the literature. According to this source successful past experiences provide high self- efficacy in the ongoing similar tasks. Whereas repeated failures lead to the low self-efficacy of individuals (Bandura, 1997; Schunk & Pajares, 2010). Previous experiences give the teacher a chance to develop their strengths to complete their tasks (Tschannen-Moran et al., 1998). The researchers have claimed that the most important sources of the self-efficacy of teachers are related to mastery experiences (Bandura, 1997; Morris & Usher, 2011; Poulou, 2007).

Vicarious Experiences

This source mostly relies on the models which individual creates for his whole life or for certain tasks (Johnson, 2010; Mills, 2011). Thus, the model created is considered as the cause of being efficacious in their tasks. People compare themselves with those models in the same situations in which their model's got success. The failure of their model may cause in lowering down the self-efficacy of individuals (Bandura, 1997; Schunk & Meece, 2006). Furthermore, the amount of ability of the individuals for the observations of others is also related to vicarious experiences. Observations and comparisons by the individuals on their tasks can result in the influence on their self-efficacy.

Social Persuasion Experience

This source is related to the other people, especially those who are around the person. There comments, appreciations or other means of verbal criticisms can influence the self-efficacy of the person (Bandura, 1997; Milner & Hoy, 2003; Schunk & Pajares, 2010).

Psychological Effects

Psychological effects emerge from the states of happiness or stress from the particular tasks during the teachers' performances. It may influence their self-efficacy (Bandura, 1997; Schunk & Pajares,

2010). It was generally rated as the most lowest power of source for the self-efficacy. This source generally appears as the consequences of other sources. (Bandura, 1997; Morris & Usher, 2011; Tschannen-Moran et al., 1998; Wyatt, 2013).

Table 1: Participants' Information

Participants	Age	Program	Resident Area
Farah	21	B.Ed.	Punjab
Anya	22	B.Ed.	Punjab
Salma	21	B.Ed.	Punjab
Saba	21	B.Ed.	Punjab

METHODOLOGY

Participants

Four Pre-service teachers who were enrolled in teacher education program of Bachelors of Education (Bed) were inducted in this study. These four pre-service teachers were in their final year of this program and were going to graduate soon when they participated in this research. These all four participants were from the small city of Pakistan and they were studying in a government university. Furthermore, they also completed their teaching practice from a government school. The details of the participants are in a table given in Table 1.

Interviews

The in-depth interviews were conducted from these four pre-service teachers. The purpose of these interviews was to understand their perception regarding the sources which constructed their self-efficacy. In-depth interviews with follow up interviews were conducted in which they have mentioned several experiences regarding their self-efficacy sources. Each interview took almost 45 minutes in which all four hypothesized banduras' sources of self-efficacy were explored in the context of Pakistani culture and environment. Follow-up questions were also asked when the interviews were conducted. The participants identities were kept secret in this research work to make sure about the ethical considerations. Pre-service teachers' answers helped in finding out the perceived sources of their self-efficacy.

Interview Protocols

Interview protocol was followed to conduct the detailed interviews of these four participants. The protocol was designed according to the theoretical framework of this study. After collecting background information from the participants, they were asked to describe their perceptions and views according to the four hypothesized sources of Bandura. Therefore, they were asked questions related to mastery, vicarious, social and psychological states. Furthermore, participants were given liberty to express their view-points with the help of their experiences and incidents that happened in their lives, especially in their program of teacher education. The participants were also given a liberty to express all sources which influenced their self- efficacy positively. This strategy also helped us to find out any unique source that was not explored before.

Research Question

Following is the research question of this study.

Question 1. What are the sources that construct the boosted self-efficacy of Pakistani female pre-service teachers?

FINDINGS AND DISCUSSION

Findings of the interviews suggested that the sources related to social persuasion experiences were the most prominent for the self-efficacy of pre-service teachers of Pakistan who were studying in a government university. Pre-service teachers (PST) have not talked about the psychological effects too much. But they have mentioned many other experiences related to other three Banduras' sources. Table 2 represents the themes and codes emerged in this study and their affiliation with the banduras' sources.

Table 2: Themes and Codes

Themes	Definitions	Codes	Bandura's source
Observations	The PSTs do of others	Teachers, Students, class fallows	Vicarious
Comments	The PSTs receive from others	Society, seniors,	Social Persuasions
Managements	The PSTs do to ease their workload	Coursework, teaching practice, previous experiences	Mastery
Responses	The PSTs receive from others	Teachers, students	Social Persuasions

Mastery Experiences

Pre-service teachers have mentioned many experiences which fall under the umbrella of Mastery experience. The most prominent were teaching practice, university coursework and previous experiences. For example, when they have talked about their teaching practices. They have shared several aspects from teaching practices which influenced their self-efficacy. They learnt how to control students and how to implement their teaching methods which they have applied in their teaching practices. It helped them to improve their self-efficacy as a teacher. Miss Saba shared that

“When I was attending the teaching practice arranged by our university, I was becoming more and more confident as a teacher.”

Teachers have mentioned that they came to know how to control classes. All the participants have mentioned that they managed to control students by using multiple methods. They developed their interests in study and also engaged them in multiple interesting activities. Furthermore, other duties which were assigned to them during the teaching practices also helped them to build their capabilities of becoming a successful teacher. Managing all duties by dividing and following time slots for each activity also helped their confidence to be a teacher. Pre-service teachers have pointed out that there should be more learning activities similar to teaching practices and attending workshops.

Moreover, subjects which they have learnt during their degree program also helped them to increase their self-efficacy in teaching. They have theoretically learnt multiple skills, philosophies, ways of assessments, class managements, planning and foundations etc.

Furthermore, PSTs have also gained their teaching self-efficacy from their previous experiences. For example, PSTs have already taught to the students in their previous times. They taught them through online teachings, home tuitions and in private schools. Some PSTs also did extra courses and attended workshops to gain experiences in teaching. These kinds of experiences have helped the teachers to construct their self-efficacy. One of the pre-service teachers mentioned that

“Each and every step of our program provided us confidence in teaching. As the program progressed, my teaching self-efficacy increased. For example, our course work provided us confidence to make an imaginary structure of teaching in schools. Which we implemented in our teaching practices. Each course work provided us the theoretical background of certain aspects. For example, we have studied one subject related to the methodologies of teaching in which we had been taught that how we can use multiple methodologies in our class to our students. It helped me to apply them practically when a certain situation came in front of me.”

Vicarious Experiences

As it was explained already that vicarious experiences are those experiences which usually are derived from the observations and comparisons. There were many experiences related to vicarious experiences shared by PSTs, which leads to the formation of their self-efficacy beliefs. For example, PSTs have mentioned that when they compare themselves with their class fellows' performances with them during the teaching practices and university classes, it creates a competition which leads to their improvements and helps to construct their self-efficacy.

Moreover, multiple observations also helped them to construct the self-efficacy of the pre-service teachers. When PSTs observed their colleagues during their presentations, class lectures and teaching students, it enhances their self-efficacy. Observing university teachers as models make it very obvious for the pre-service teachers to gain their confidence in teaching.

Three kinds of observations were emerged from the interviews of pre-service teachers. First one was related to the teachers of their childhood schools and colleges, second one was from the university teachers and the third was from teaching practice school teachers.

Observations of school teachers were of their attitudes toward PSTs for helping them in teaching as experienced teachers. Observations of university teachers were related to their guidance in course work and thesis. PSTs also took their university teachers as model. PSTs also inspired from their school teachers and try to adopt lot of qualities from them.

Comparison was also conducted and were divided into two categories. First one was from colleagues and the second one was from those teachers who are incompetent. Farah shared that

“At the time of my teaching practice, I was not sure about my teaching. I was not doing very well in my class. During my class there were no responses from students. I was afraid of my assessments from the students and school teachers at the end of my teaching practice. Therefore, I asked my colleagues to allow me to attend their lecture so that I can compare my teaching with them. This helped me to overcome my mistakes in teaching and improved my confidence.”

Social Persuasions

These were the most powerful bunch of experiences which constructed the self-efficacy beliefs of pre-service teachers. PSTs have divided these experiences into two main portions. First portion was related to society and the second portion was related to university fellows. Multiple comments

from society boosted up the self-efficacy of PSTs. For example, the supportive parents were the most important source of their self-efficacy. Salma shares her views that

“I am very favorite of my father. He always supports me in every matter. He wanted me to study more and more. He always tells me many important points about the improvements in my teachings. He always used to tell me that teaching is very respectable profession and he always encouraged and appreciated me for my studies.”

Not only parents but the extended family around the participants also gave lot of respect to PSTs. For example, Anya shares that

“Whenever I meet my family members like my cousins and aunts, they always give me respect. They always try to discuss with me about my teaching abilities. My cousins are younger than me. They used to learn multiple subjects from me and give me lot of respect. This respect and their appreciations helped me a lot to gain confidence in my teacher and encouraged me to become a good teacher.”

Other than family and parents, people around also gave respect to the PSTs which help them to gain confidence.

The second portion which PSTs have divided is related to their university fallows. Their class fallows and seniors guide and encourages them to become successful in their teaching field. For example, seniors help them to find multiple schools where they can do teaching practice. They also guide and appreciate PSTs at every step. PSTs also mentioned about their teachers of university who guide them at every steps. Other than the teachers, PSTs have also mentioned about their fallows of the university who used to help them at every step. So, the appreciations and guidance of teachers, seniors, and class fallows are very crucial for their self-efficacy. Anya further shares that

“My seniors always guide me in teaching and in my coursework. Whenever I stuck in my study, they guide me and never gave excuses of non-availability.”

Psychological Effects

PSTs have also mentioned about their psychological effects which helped them to construct their self-efficacy. They shared that they feel happy when they get respect as a teacher, which in response help them to construct their self-efficacy. They feel proud when they teach big boys who are of their heights. They feel as a leader when they teach a class. They enjoy authority as a leader and they apply in teaching practice what they have learnt in their degree program. They also become satisfy and feel happy when they get positive responses from the students. These all kind of feelings helped them to construct their self-efficacy.

CONCLUSION

This study explored several experiences related to mastery, vicarious, social persuasions and psychological states. It was also concluded that the social persuasion experiences were considered as the most important among all other experiences. Social persuasion may be perceived as most important by the participants because of their strong and emotional connections with the society. In this portion this study will conclude all the experiences perceived by the participants.

Each of the Banduras' hypothesized sources was explored according to the perception of Pakistani pre-service teachers. Following are the concluding remarks with discussion.

Mastery Experience

This source is considered as most important among all by Bandura. But several researches also claimed in the context of Asian culture that social persuasion was the most important source. Experiences related to course work which they studied during their program helped them to strengthen their theoretical background. Furthermore, implementing this theoretical background in their teaching during teaching practice also constructed their self-efficacy in a positive manner. The sources which were related to previous experiences also helped to boost up their self-efficacy. These experiences were related to the teaching which they performed previously. For example, during their tuitions, and teachings in private schools.

Vicarious Experiences

Pre-service teachers mentioned that they compare themselves as teachers with their class fellows, seniors and sometimes with the teachers who are incompetent as their university teachers. The observations were also conducted from the pre-service teachers. For example, they observed their class fellows to improve their teaching. Similar observations were also conducted of the university and school teachers to improve their teaching. This gave them a firm confidence in teaching.

Social Persuasions

This was the most important source that was emerged during the in-depth interview of pre-service teachers. Social persuasions experiences were emerged from the society and university fellows. Parents, general people and extended family members were the sources of their self-efficacy who make comments and appreciations which boosted the self-efficacy of pre-service teachers. Secondly, the comments, appreciations and guidance from their class-fellows, seniors and teachers from work place and from institutions also helped them in this regard.

Psychological Effects

Several states like becoming happy, proud and satisfaction were the common states which helped the pre-service teachers to construct their self-efficacy.

LIMITATIONS AND RECOMMENDATIONS

Several recommendations were made according to the findings of this study.

1. Institute should add some practical implementation on social interactions between school teachers and pre-service teachers.
2. More and more teaching practices and workshops should be conducted for experiences.
3. Coursework should also include some subject which can especially improve content knowledge of each subject.
4. The limitation of this research was that it was conducted in a certain environment where the pre-service teachers belong to a similar culture and of same university. They went to teaching practice in a same school. So, they faced similar kind of problems. Therefore, this research can be extended to further contexts.

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CHAPTER 6

An Analytic Study of the Unending War of Language in African Post-Colonial Literature

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Abstract: *In the context of post-colonial African Literature, Ngugiwa Thiongo and Chinua Achebe hold a prominent position. The famous contemporaries hold opposing views on one of the most important questions in 20th-century African literature – the language debate. Both the writers have worked tirelessly to highlight the subjugation on multiple levels the Africans had to go through at the hands of western colonizers for centuries. Interestingly, both hold opposing views regarding the use of language to showcase the manipulation of the West. Ngugi has strongly opposed the use of English and rejects its use altogether as he firmly believes that Africans need to use their language which carries their culture as well, while Achebe holds the opinion that as English is an international language having a wider audience, it can be used as a tool to highlight the plight of Africans as victims of imperialism. The current study, therefore, attempted to investigate the language debate among African writers through descriptive analysis highlighting the pros and cons of both schools of thought. The study concluded that although writing in one's native language seems the best approach to meet the target audience, yet most of today's Africans aren't able to write in native languages because they are mostly getting educated in colonizer's language and cannot even comprehend the native languages properly let alone writing in that language. They have to use the colonizer's language to meet the wider audience and raise their voice to the masses across the globe. One or two African languages such as Swahili etc. should be standardized, taught in schools as mandatory and used as an official language which will help solve the problem to some extent. Also, a blend of both strategies would best serve the purpose of telling the world what Africa went through at the hands of the West and how to counter those effects.*

Keywords: *Ngugi, Achebe, post-colonial African literature, indigenous languages, colonial languages, impact of imperialism*

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INTRODUCTION

Most of the African countries, (around twenty) got independence from British colonizers after a century's subjugation, roughly from 1945-1960. (Nduati, 2016). The colonization of Africa had a long-lasting impact on the languages in the area (Nabea, 2009). Before embarking on the discussion about the two stances mentioned about the use of African languages, it is important to mention that there are two sides to the picture; African writers' opinions as to which language should be used to tell the world their post-colonial traumatic experiences imposed on them by the imperialist powers as well as governmental position (about the use of language). Most African countries opted (after getting formal independence from the colonizers) for the idea that local languages be used as the main medium of instruction for the initial three periods followed by another language (Swahili in most cases). English was later introduced to students and taught till the university level (Nabea, 2009). In the start, the colonizers did not aim to teach English to the colonized as they considered it as a threat to their superior position by enabling the downtrodden masses to their level in terms of language. Swahili served as a language that could serve as a common ground of communication by different ethnic communities and thus facilitate interaction between the colonized and colonizers.

British colonizers believed that providing easy access to a large number of Africans would hinder the master-servant strategy they tried to keep. So they devised strategies to make sure that a less number of Africans get exposure to expertise in English (Kingei, 2001). Native languages including Swahili were taught in the African schools. Segregation in terms of language helped colonizers build and maintain power hierarchy with Europeans at the top and Africans at the lowest position. In the 1950s, the language policy in African countries had a major shift as local languages were replaced by English (in an effort of neo-colonial mind-set), because it was felt that local languages led to an increased spirit of nationalism and unity amongst various local ethnic communities by providing a common ground in the form of a similar language for communication (Nabea, 2009). Another aim behind this language shift was the creation of westernized Africans that were westernized and would work for the interests of the colonizers after independence (Kingei, 2001). Interestingly, this strategy has a striking resemblance to what the British did in the sub-continent (formerly British India) by changing the syllabi in educational institutes and their agenda resonated in the wordings of Viceroy Macaulay who famously said that we aim to produce a generation who will be Asian by color and race but British by intellect and thinking. They are still working to achieve these goals in both the regions (Africa and sub-continent-Asia) in an attempt to pursue their neo-colonial agendas. Additionally, African people were taught to relate their native languages with backwardness (WaThiong'o, 1986), which interestingly finds a similar chord with the strategy followed in our sub-continent which has been successful so far, that is, local language Urdu is mostly looked down upon courtesy of successful media war and western propaganda and speaking English is considered as a sign of high standard and being classy and a symbol of prestige. Recent post-colonial literature in Africa manifests schools as one of the main areas of oppression in terms of language, where teachers are the main players in efforts to repress the native languages of Africa, as they have the power and authority because of their role as educators (WaThiong'o, 1986; Muthwii, 2004; Kitoko-Nsiku, 2007; Maeda, 2009).

In fact, colonialism and imperialism are a continuing reality. Most of the recent scholars are still reluctant to use the word post-colonial in their discussion of previously African colonies due to the remnants of colonialism and imperialism in the form of neo-colonialism (Nduati, 2016). Critics argue that the use of the "post" is leading to problems because it is automatically taken as a

symbol of an end to colonization which is not a reality (Parry, 2002). They believe that there can be no “post” when there are mechanisms still working to keep Africans at the bottom as far as the economic and social hierarchy is involved. Also, these systems try to strip Africans of their linguistic and cultural identity (Moore-Gilbert, 1997). Some critics are using the term post-independent neocolonial disillusionment to represent the current situation (Fashina, N. O., 2009). In reality, European imperialism has played its role to plague many regions of the world (Ramone, 2011). One of the prominent figures of post-colonialism, Edward Said, also raised his reservations about using the word post-colonial. He opined that colonialism has not ended but has been transformed into a foreign dependence in the form of aid foreign aid which is given to formerly colonized African countries with hidden motives to keep them impoverished and continuously dependent (2002). The former colonizers continually try to westernize the former colonized, including their efforts to keep them dependent on the West (Ramone, 2011). Interestingly, the debate about the use of language in post-colonial African literature is not void of contradictions. Ngugiwa Thiong’o, and writers from his school of thought such as Obiajunwa Wali, among many others, argue that the literature produced in one of the African languages is worthy to be called as African (Menang, 2001). Some writers believe that writing in African languages is important to reclaim their identity and independence from the British colonizers (Ngugi, 1985; Meng, 2011).

Achebe, while replying to the comments of Ngugiwa Thiong'o, that African writers should write in African languages, opined that he chose English as a tool to fight off the enemy and destroy the colonizers from within. He explained that his native language Igbo varies from village to village in terms of dialect, one of the reasons due to which he didn't translate his world-famous novel *Things Fall Apart* in his native tongue though it was translated later in more than thirty languages.

This study deals with aspects that have not received much attention in the domain of post-colonial literature. The purpose of the study is to analyze the use of language in the context of post-colonial African literature and find out strands that lead to an identity crisis in Africans. There is a wealth of research about the work of both Ngugi and Achebe, however, no study with an aim to compare their respective opinions in order to find out which one's better suited to the needs of today is carried to the best of my knowledge, thus leading to a gap. The main objectives of the study are to discuss the stances of Achebe and Ngugi in the context of post-colonial African Literature, regarding the use of English and African language respectively and to compare both schools of thought in the current scenario to find out whose stance is better suited to overcome the challenges Africans are facing today in terms of communication or conveying their thoughts to the world, or rather a blend of both writers' viewpoints will be an ideal approach?

The study starts with an introduction, (including a brief background of African colonization and its aftermath including its impact on native African languages), followed by objectives of the study and significance to the current research in the area. The literature review is based on scholarships about the work of both the writers and some background about how language was treated during and after colonization. The methodology used is that of a case study based on African post-colonial writings of Achebe and Ngugi specifically, employing an explanatory approach. Discussion and results comprise of findings, conclusion and recommendations.

Research Questions

1. Is Hybrid war a reality?
2. What are the psychological implications of Hybrid war?
3. What are the impacts of Hybrid war on Pakistan?

Research Objectives

To scrutinize that either hybrid war is reality or it is overly-hyped.
To examine the psychological consequences of hybrid war.
To analyse the repercussions of Hybrid war on Pakistan.

METHODOLOGY

This study was analyzed through qualitative data in which method of exploratory design is used to find out the possible answers for the above mentioned research questions and new insights will be studied regarding the present study. While conducting the exploratory method we use the interpretive research methods as they fill up the gap possibly.

LITERATURE REVIEW

The use of language has always been a point of debate in the context of Africa because the continent has a plethora of distinct languages and ethnic groups (Ukam, 2018). Writers such as Chinua Achebe, Ngugi WaThiong'o and Frantz Fanon, wrote extensively about the colonial agenda that included stripping African people of their languages, culture and identity (something that happened not only in the colonial era but is ongoing). One of the differences between Western literature and that of African is that the former is mostly written with the purpose of art for art's sake, while the latter is focused on utilitarian purposes and as an ideological weapon of socio-political change in the context of post-colonialism specifically, though they did include the aspect of cultural aesthetics that had qualities of entertainment, it was never merely a beauty-producing factory. They used literature as a vehicle for the socio-political ideology of liberation.

Notably, most African literature in the past has been oral, including stories, riddles, proverbs, etc. (Ukam, 2008). In his work, *Decolonizing the Mind*, Ngugi highlights that oral literature has been one of the prominent features of his childhood memories. He recalls the evenings around the fire where grown-ups would tell stories to the children. Mostly animals would be the main characters in those stories. In the context of post-colonial spirit, the following statement by Ngugi depicts the intensity of his feelings towards the manipulation of the west and his assertion to fight back.

"Hare being small, weak, but full of innovative wit, was the hero. We identified with him as he struggled against the brutes of prey like lion, leopard and hyena. His victories were our victories and we learned that the apparently weak can outwit the strong" (1986). He asserted that African literature can't be studied or understood as is claimed by the West without having a deep understanding of the culture and oral traditions of Africans, including their plots, styles and metaphors. This situation led to a debate, where Ngugi has addressed the crux of the issue and questions whether African literature be written in African languages, or should people of other languages and countries be allowed to tell the world about the language, culture and identity and norms of Africans. He believes that it is only through African native languages that African writers can depict the culture and norms of Africa and can liberate themselves from the clutches of the neo-colonial motives. He also asserted that language is not only a medium of communication but in fact, carries the culture and orature which ultimately shapes our self-perception and helps us decide our place in the world. Ngugi opines that native African languages are an embodiment of the rich culture and traditions of Africa and Africans which cannot be expressed through other

languages. He argues that writing in one's native language is a way to fight against the colonizers and their motives to strip the Africans of their language and identity (Ukam, 2018).

Ngugi opines that literature written by Africans in European languages is mostly for the elite class and does not qualify the criteria to be included in African literature. He even suggested that such literature should be called Afro-European. Unlike Achebe, Ngugi believes that such literature reaches only a limited audience. He suggests that to address the issue of reaching a wider audience, the literature produced in native African languages may be translated to foreign languages when needed (Ngugi, 1990). He also opines that Europeans force Africans to adopt and follow their language and that most African writers are blindly following them (he called it spiritual subjugation) which ultimately leads to the enrichment of European culture and ignoring African culture (this is something proved by history). He argues that African writers need to be proactive and responsible in their efforts to counter imperials' agenda.

In an attempt to justify his decision of reverting back to writing in his native language Gikuyu, he states that it is one of the best strategies (writing in one's native language) to reclaim their identity that was stolen by the colonizers and fight off the remnants of European domination (1986). This debate about choice of language is incomplete without mentioning the famous Pan-African conference held in 1962 at Makerere University Kampala, Uganda. The title of the conference was "A Conference of African Writers of English Expression". Ngugi firstly objected to the title of the conference and argued that it (the conference) merely focused on African literature produced in English rather than the literature composed in native African languages. He raised some questions that are important in the debate about the use of language in the African context such as writers in such conferences focus on the literature produced by Africans based on African experience or it involves those writers who aren't Africans but write about Africa. He questions how non-Africans writing about Africa are qualified about people whom they can't relate to directly (1986). He termed the conference as a failure because it couldn't accommodate native speakers as they weren't invited. Ironically the conference only included writers who used European language to depict a foreign language. He tried to raise alarm amongst African writers by insisting that if they didn't stop following the neo-colonial agenda by following the language of the imperials' powers, they can never be freed from the clutches of the Europeans. Ngugi (1986) provided three reasons for his decision to switch back to his native African language. Firstly, he believes that writing in one's native language allows writers to share same ideology and culture with the readers which Africans have been deliberately stripped of for a long time during colonization. Secondly, he believes that writing in the native language allows the writer to fight off alienation from their culture and instead help them bind closely with their culture and people and overcome neo-colonialism. Thirdly, people of the area would not be alienated from the writer. He argues that writers such as Achebe only reach the middle class and are incapable of reaching the entire masses due to choosing a medium that is foreign to their culture and the majority of the people. Some writers (Towa 1985, Manang, 2001; Irele, 2000) have urged Africans to write in native languages for depicting their culture. They believe that using foreign languages specifically in the governmental and political sectors will have a negative effect on the development of underprivileged Africans who cannot afford to get educated in the so-called official languages. Another challenge faced by translators who try to translate native literature to foreign languages is the loss of cultural identity and betrayal on part of translation (Nama, 1989). Some critics have argued that African writers choosing English or any other European languages cannot claim to be true representatives of African culture as they are propagating the colonial agenda and using the oppressor's tongue (Ruhumbika, 1992; Kunene, 1992).

Ngugi has questioned the credibility and authenticity of non-native writers and their capability to do justice to the raw experiences of the natives. He believes that turning a deaf ear to the indigenous voice of Africans is a direct result of colonization. Ngugi further adds that during colonization, missionaries and colonial administrators strictly controlled publishing houses and the educational resources, allowing texts having religious material and stories which will help young Africans blinded to their fate and not let them question the way they were treated. Natives were forced to speak European languages. Negative reinforcement was used in schools and children were taught that English is a good and superior language and native languages are a symbol of shame and backwardness. There are proofs in the literature that students who used native languages were punished, as has been highlighted by Frantz Fanon. The language was used as a tool to detach students from their roots and culture. Their own heritage was something they found only at home which was based on orature in their native language. They were taught in schools that the only way to progress in life was to focus and use foreign languages. Strategically, native languages were removed from the curriculum and were replaced by foreign languages carrying European history, in an effort to control the minds of Africans in the control of the colonizers, adhering to the protocols of neo-colonialism. According to Ngugi, colonization involved physical subjugation of Africans through the bullet and spiritual manipulation through language shift. In Kenya, for example, colonizers enforced English as the language of education, resulting in the gradual disappearance of the orature of Kenyan indigenous languages according to the wishes of the colonizers. This caused irreparable damage to African languages, leading to a confused generation suffering from an identity crisis.

Ngugi's tirelessly worked to develop an understanding of Africans about how imperialism worked and helped them understand how colonizers tried to suppress them in every possible manner. Achebe on the other hand holds the opinion that both African languages and European languages (English, French, Arabic, and Portuguese) can be equally used by African writers for self-expression and portrayal of African literature, and believes that Africans can use multiple language identities without losing their culture and identity under the colonial agenda and they can use English as a tool to express their plight and experiences which they faced at the hands of the colonizers. Ngugi (1994) refutes this stance and argues that African culture is rich enough on its own external influences or support from foreign cultures and languages. Ngugi asserted that language is deeply rooted in one's culture and that the process of decolonization cannot be carried out until the use of the colonizer's language is abandoned. Obi Wali (1963), a contemporary writer of Ngugi, expressed the same views and asserted that foreign languages cannot carry the African culture and identity and the way Africans think and feel.

Interestingly, along with taking control of the wealth and resources using the military, the colonizers tried to control the minds of the colonized employing planned efforts that included controlling their languages and their culture. The colonialists initially laid their hands on the natural resources, wealth and whatever they could get in order to advance themselves and their industries, and when colonialism was technically over and they had to leave, as strategically maintaining control from a distance for centuries was not an easy task, they devised strategies to ensure they would still manage to take hold of the resources of the former colonies even in the absence of physical colonization (Fanon, 1963). This process was restated in the words of Ngugi who asserted that though physical colonization came to an end but formerly colonized nations are still grappling with the effects of colonization (1986). In the context of post-colonialism, Phillipson's (1992), postulated the theory of English Linguistic Imperialism, which explores the domination of the English language, leading to the suppression of other languages which causes

the destabilization of the Africans' self-perception. Since the onset of colonization, Africans have been taught that they are inferior and primitive and need. re-education and That white people are superior in every aspect which led to the term "white supremacy". Ngugi has argued that it is very easy for the colonizers to control someone's self-perception by controlling their language and thus their culture (1994).

METHODOLOGY

Research Design

The present study is qualitative research. A Case study was adopted as a strategy for conducting the research where content analysis was applied as a technique for examining and collecting previously existing/ secondary data about the works and stances of both the writers. An exploratory approach was adopted to cover all possible aspects of the study that is investigated. Data was gathered from relevant documents, books, research articles and dissertations via observation.

RESULTS AND DISCUSSION

As with any research, this study has some strengths and weaknesses. It might not be appropriate to make claims about how representative this study might be with respect to the use of language in the context of post-colonial African literature, nor can one make blanket recommendations based on a single study. The study presented focused on analyzing the use of language and the choice of using a specific language in Africa post-colonization. It only scratches the surface of the topic yet the study offered a good starting point.

To delve into the root cause of the issue being investigated, it is important to consider Ngugi's stance who has given examples of schools in African countries. English is focused and prioritized in these schools in an effort to prepare students to get an education from elite European universities. Such schools prefer hiring European teachers even in the presence of local and equally qualified teachers due to the impression that local teachers aren't suitable enough and might lower the teaching standards. White teachers are given preference because they are native speakers of the "foreign language used by colonizers".

Ngugi's (1993) stance on the language debate is that Africans, including African writers and scholars, should speak and write in their native African languages. He discards the notion that English is an international language and helps the writers reach a wider audience. He argues that English got the status of a global language as its native speakers oppressed and colonized other nations. He asserts that African languages are equally capable of being labelled as global languages. He believes that Westerners use their language as a tool to dominate other nations while suppressing the languages, cultures and identity of those nations. He believes that even after using the foreign languages and putting efforts to use the language of the imperial powers, Africans are never accepted in their role as speakers of foreign languages and still are termed as non-natives and inferior(1994).

According to Achebe, we should value English because it has the ability to be labelled as an international language and can make communication possible between people from different ethnicities (Achebe, 2006b).

The efforts of Achebe cannot be fathomed without his epic reply to the imperialist novel “Heart of Darkness” in the form of his novel titled “Things Fall Apart”. Both novels were written with different motives, thus presenting a contrast to the culture and depiction of Africa. The former is a caricature while the latter is an attempt to reclaim the long-lost identity of Africans. *Heart of Darkness* was written by a Polish immigrant who later managed to get British citizenship. He tried to show Africa through the lens of colonizers and used terms such as savages, barbarians, uncivilized and under-developed for Africans. Conrad portrayed Africa as a dark continent with a hopeless population that have to rely on grants and help from Europeans. Darkness in literature symbolizes uncertainty, evil, and primitiveness. Conrad’s description of the physical environment of Africa shows his biasedness and lack of consideration for the beauty of Africa. Given that Africa is endowed with natural vegetation and untapped natural beauty, Conrad showed it as a dark continent with hopeless people. Referring to the Congo forest as the heart of darkness is misleading and despicable at the same time. *Things Fall Apart*, was a response to Conrad’s falsified depiction by portraying the native Africans as focused people having a rich culture and norms. Achebe tried to tell the world that Africans are proud of their culture and are ready to defend their native cultures regardless of the so-called Europeans call for civilization for Africans. *Things Fall Apart* is an attempt to defend Africans from stereotyping and misrepresenting their culture while Heart of Darkness is an advancement of the colonizer’s agenda to represent Africa as a continent that needs Europeans to flourish and get civilized. Achebe highlighted that natural beauty is one of the greatest reasons of pride for Africa that distinguish it from the rest of the world. Achebe acknowledges that English came to Africa as a result of colonization but at the same time, he holds the view that the language of colonizers has played its role in African literature specifically and Africa generally (Achebe, 1973). He also believes that it is important though for an African writer to maintain the voice of his own Africanness, his own experiences since the aim in using English should not be to use it as a native speaker but to make it serve one’s particular voice and culture (Achebe, 1994).

CONCLUSION AND RECOMMENDATIONS

Fighting a continual war of subjugation in the form of neo-colonialism is not easy, specifically where the enemies have employed strategies to enslave not only people but control their minds and take charge of their material wealth and other resources. Also, fighting the aftermath of over a century of marginalization and colonialism is not easy. It needs planning instead of haphazard actions. Africans are still being played upon and are puppets at the hands of western masters and are lacking unity within themselves. When they look down upon their languages, lack unity and strategy, then it is going to be a difficult war and rather impossible to reclaim their long-lost identity. Research has shown that African teachers still punish if someone speaks local/vernacular languages in schools or colleges. The English language is still treated as a standard language and given a privileged status. No one can deny the importance and status of English, but it is high time deliberate efforts along with careful planning are employed to eradicate this enslaved mentality from the minds of African children and design/teach syllabi where they feel proud of themselves, their language, culture and everything African. They need not shun English, they might be taught it to an expert level so that they can use it as a weapon and tool to tell the world what happened to them and how they should fight the aftermath of colonization. It is a challenging task no doubt, but careful planning and implementation can make it possible.

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CHAPTER

7

The Impact of Talent Management on Students' Satisfaction: A Case Study of Public Sector Universities in Mardan

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Abstract: *Talent Management is the process of effectively recruiting the right talent, preparing them for keeping the top positions and retaining them in their organization. Organizations must have unique competencies in their employees that cannot be replicated by the competitors and thus organization gets the competitive advantage over its competitors. Likewise, Higher Education Institutions are also now paying attention to create the effective mechanism of Talent Management. The purpose of this study is to identify the importance of Talent Management in Higher Education Institutions and to create a link between Talent Management and Students' Satisfaction. So, this study examines the impact of Talent Management on Students' Satisfaction in public sector universities of district Mardan. The study focuses on the factors like Talent Attraction, Talent Retention and Training & Development and its impact on Students' Satisfaction. Students' responses were measured through an adapted questionnaire on five-point Likert scale. The sample size consisted of 265 students of final year from three public sector universities of district Mardan. The result of regression analysis show that all the determinants of Talent Management have significant and positive impact on students' satisfaction though with different degree of strength. However, training and development is the most influential factor among all the three variables, therefore it requires special attention of the Higher Education Institutions and policy makers.*

Keywords: *Talent Management, Student Satisfaction, Higher Education Institution*

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INTRODUCTION

Organizations search for talent in the knowledge economy of today, where the economy is mostly built on intellect, to compete in the competent world. The company has always had to fight for this limited resource (talent), and to fill positions, it needs employees with the precise talent required. A person's inherent skill was considered talent in the 13th century, while a person's cognitive aptitude was considered talent in the 19th century (Hoad, 1993) The definition of managerial talent, according to Mary, Enyinna, and Ezinne (2015), is "the combination of strategic thinking, communications skills, emotional maturity, leadership abilities, ability to inspire other people, and the ability to produce the desired results." Since business owners discovered the value of talent in relation to capital, talent is now regarded as a success factor by all businesses (Auranzeb & Bhutto, 2016).

The term "talent" was first used by McKinsey in the article "The war for talent," which was published in the 20th century. As a result of this groundbreaking study, HR professionals around the world realised the significance of talent management, and it has since developed into a profession within the HR sector with a rapid output of research works on the subject each year (Nafei, 2016).

The goal of talent management is to maximise profits and productivity, and the existence of talent management inside a company boosts productivity (Salih & Alnaji, 2014). The process by which an organisation recruits, nurtures, inspires, and rewards its talent is known as talent management. While other organisational resources like products, strategies, and technology can be easily imitated, talent is one resource that cannot be duplicated (Sareen & Mishra, 2016).

Higher education institutions and other enterprises are currently focusing on the efficient Talent Management system. Given the importance of the education sector for economic development, any country's government must prioritise education in all of its public programmes (Khattak, 2012). Higher education institutions (HEIs) are particularly significant since they produce highly skilled labour. Universities are one such setting where intelligence is the main workforce. Due to the exposure of the knowledge-based economy in various countries, which alters perceptions of the role of higher education institutions in national economic development, university performance is becoming a reason for concern (Hilman & Abubakar, 2017).

Research Gap

For maintaining the competitive advantage and getting results, talent is a non-imitative resource. Additionally, maintaining the level of excellence anticipated from institutions at the university level depends on students' satisfaction. Thus, improving university performance and student satisfaction depend greatly on talent management. This study will show that employing talent management strategies results in student satisfaction, which is the ultimate goal of higher education.

Objective

The purpose of this study is to determine how Talent Management affects Student Satisfaction. Statistically analyzing the components and the ways in which they affect students' satisfaction.

METHOD

The study is cross-sectional, and the link between the dependent and independent variables will be quantified using a quantitative technique. Data were gathered using the questionnaire approach in accordance with the purpose and design of the study. Students in their last year at various public universities in Mardan provided the data.

Population of the Study

The population for this study is made up of final-year students and consists of a total of 944 students from three public universities in Mardan: Women University, University of Engineering and Technology, and Abdul Wali Khan University.

Sample Design and Sample Size

For this study, a proportionate random sample was used to choose a sample size of 265 pupils. In order to get a sample size of 265 students out of the population of 944 students, a 28 percent proportion is used for each university (Sekaran, 2013).

Descriptive Statistics

Three independent variables—Talent Attraction (TA), Talent Retention (TR), and Training and Development (T&D)—as well as one dependent variable—Students' Satisfaction—were all given descriptive statistics (SS). From strongly disagree to strongly agree, a five-point Likert scale was used to score each of the variables. The mean, median, mode, standard deviation, and variance for independent and dependent variables are typically measured through descriptive statistics.

Below is a table with descriptive statistics. The above-average mean value of 3.3 for talent retention (TR) indicates that most respondents believe this factor to be one of the elements of talent management that has a significant impact on students' satisfaction. Similarly, the mean values of 3.2 for talent attraction (TA) and training and development indicate that respondents also believe these factors to be important factors in students' satisfaction. The respondents are in favor of the SS phenomenon as seen by the mean value for students' satisfaction, which is 3.1. The fact that the variance and standard deviation for all variables are equal to one indicates that all respondents concur that the three independent variables, TA, TR, are significant.

Table 3.4: Descriptive for Variables

	Minimum	Maximum	Mean	Std. Deviation
Talent Attraction	1.00	5.00	3.2252	.66242
Talent Retention	1.00	4.14	3.2819	.64877
Training & Development	1.00	5.00	3.2264	.75321
Students' Satisfaction	1.00	5.00	3.0928	.78291
Valid N (listwise)	265			

RESULTS AND DISCUSSION

Out of the 265 respondents, it was discovered that 172 of them were women, and they expressed more satisfaction with talent management strategies used by higher education institutions, such as talent attraction, talent retention, and training & development. In contrast, men, who make up 93 of the sample, are less happy than women with talent management procedures. Additionally, the girls in the study group, who are more numerous than the males, had more favorable opinions about their university than do the men. According to the analysis, respondents in the age range of 21 to 25 are more content with the Talent Management procedures.

Though to varying degrees of strength, all three factors have a significant effect and are associated with students' satisfaction in a favorable way. When compared to Talent Retention, whose impact on Students' Satisfaction is a little less, dimensions like Training & Development and Talent Attraction had a higher impact on the dependent variable, which is Students' Satisfaction. The developed hypotheses are accepted as a result of the findings supporting them.

The study's findings also imply that if Talent Management is given adequate attention through skill development, it can raise students' levels of satisfaction in universities and that, in the modern world, intellectual property rather than cash is the higher education institutions' most valuable asset. In light of the research's findings, cultivating talent is essential to achieving future competitive advantage.

CONCLUSION

The purpose of this study is to identify the factors that influence talent management in higher education institutions and how it affects student satisfaction. According to the analysis of the study mentioned above, talent management and student satisfaction in universities are favorably correlated. Since there is a strong positive correlation between all of the factors and student satisfaction, the dimensions only have a slight influence on student satisfaction. The results show that training and development has the greatest impact on students' satisfaction, with talent attraction coming in second among the three variables. This indicates that improving training and development and talent attraction are effective ways for HEIs to increase student satisfaction. Additionally, it is believed that the institution needs to put a little more emphasis on retention techniques in order to improve talent management in colleges. Therefore, if higher education institutions are successful, student satisfaction will subsequently increase and improve over the current situation.

In other words, we can draw the conclusion that Talent Management has a significant impact on student satisfaction and those all-higher education institutions should incorporate it into their plans and strategies in order to increase student satisfaction. This will give the universities a competitive edge in the changing educational landscape and will result in high-quality education.

RECOMMENDATIONS

Other moderated variables that can create a significant association between Talent Management and Student Satisfaction can be used in the study. Only public sector universities were

examined, which restricts the applicability of the findings. Private universities should carry out similar studies. It is also possible to conduct a comparison study to examine the talent management strategies used in public and private colleges, as well as the impact these strategies have on student happiness. Only Mardan's public universities were included in this study. To determine whether the results will be the same, additional research can be conducted to include other public universities in different cities and regions.

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CHAPTER

8

Hybrid Warfare: Is It a Myth or Reality? It's Impacts on Pakistan

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Women University Mardan

Abstract: *The 21st century is a century of gigantic technological breakthroughs. These innovations have totally altered the character of combat in addition to having an impact on the political, economic, and social arenas. The world today has become acquainted with a new kind of warfare i.e. Hybrid warfare. Frank Hoffman first used the term "hybrid warfare" in 2007, and it is now increasingly used in international diplomacy. Essentially, it is a military tactic that blends conventional, irregular, and cyber warfare. Most significantly, the human mind is the theatre of this conflict, which has profound psychological effects. It leads to mass disruption rather than mass destruction. Moreover, Pakistan has also fall prey to Hybrid warfare which is evident from the report published by EU disinfo lab titled "Indian chronicles". If immediate action is not taken, the situation in Pakistan might grow worse. The study deconstructed the idea that hybrid warfare is a myth. The study also looked into how hybrid warfare would affect Pakistan. Additionally, the study has concentrated on prospective strategies for fending against Pakistan's danger of hybrid warfare. The study has also examined the psychological implications of this kind of warfare.*

Keywords: *Hybrid Warfare, Psychological, human mind, rival.*

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INTRODUCTION

War has always been inevitable feature of human society. On the inevitability of wars the Joe Haldeman who is an American author opines that “May be war is an inevitable product of human nature. May be to get rid of war, we have to become something other than human”. Moreover, everything has underwent metamorphosis in the 21st century mainly due to modern technology and so has the nature of warfare. The tactics of conventional warfare has been transformed and has given birth to a novel warfare i.e. Hybrid warfare. It comprises of the strategies that blends conventional warfare tactics with cyber based information activities and disseminate propaganda through the use of mass communication channels. It undermines the actions of adversaries without taking part in any open combat.

Frank Hoffman; a lieutenant Colonel in US Marine corps, formulated the term “Hybrid warfare” in 2007. The Hybrid war got momentum amid the Second Lebanese War which took place between Hezbollah and Israeli defence force because Hezbollah was concurrently operating as parastatal terrorist group, humanitarian association, military force and a political movement. Additionally, the Hybrid war got familiarised internationally after the Russia annexed Crimea in 2014 (F.Brown, 2011). The dilemma is that the emergence of Hybrid warfare has blurred the boundaries between war and peace. In other words it has diminished the distinction between combatants and civilians. (Watt, 2019)

Furthermore, its crucial to mention that human mind is the battlefield for this kind of warfare and therefore instead of causing enormous destruction, it causes mass disturbance. The attacks during this kind of war are cognitive attacks. The main goal of cognitive assault is to alter how individuals and general public see the issue. Through this the rational thinking of the individual is lowered by the use of emotional stress. (POCHEPTSOV, 2018)

And most of the time the main medium through which such attacks are launched is television. Furthurmore, Pakistan has also been a victim of hybrid war since quite long. And this is manifested in the report “Indian Chronicles” published by EU disinfoLab which claimed that more than 500 fraudulent media outlets and dozens of fake NGOs participated in an operation that spanned 15 years and 116 countries in an effort to promote pro-Indian and anti-Pakistani narratives within the European Union and the UN.

Moreover, Pakistan is torn by sectarianism and it has divided the Pakistani society. This division has created a vacuum for the hybrid warfare and has given an upper hand to the adversary and has made Pakistan an easy target for them. On India’s Hybrid war against Pakistan Webster G Terpley (US analyst) stated that “the chosen strategy is to massively export the Afghan civil war into Pakistan and beyond, fracturing Pakistan along ethnic lines.

India and its alliances are targeting the political, religious and economic faultlines in order to undermine Pakistan domestically and ruin its image internationally. In order to make Pakistan economically weak they have employed different economic pressures. Moreover, a strong anti-military narrative has been built within Pakistan by presenting military as major cause of the political instability which is indeed disastrous for the country.

Research Questions

1. Is Hybrid war a reality?
2. What are the psychological implications of Hybrid war?
3. What are the impacts of Hybrid war on Pakistan?

Research Objectives

To scrutinize that either hybrid war is reality or it is overly-hyped.
To examine the psychological consequences of hybrid war.
To analyse the repercussions of Hybrid war on Pakistan.

METHODOLOGY

This study was analyzed through qualitative data in which method of exploratory design is used to find out the possible answers for the above mentioned research questions and new insights will be studied regarding the present study. While conducting the exploratory method we use the interpretive research methods as they fill up the gap possibly.

LITERATURE REVIEW

The 21st century is the dawn of a new kind of warfare i.e. Hybrid warfare. Today it is the prime focus of policy makers and strategists. The first ever definition of Hybrid war was given by Frank G. Hoffman in 2007. He stated “Hybrid war incorporates a range of different modes of warfare, including conventional capabilities, irregular tactics and formation of terrorist acts including indiscriminate violence, coercion and criminal disorder”

Valery Gerasimov; a Russian general, has provided a framework of the occurrence of hybrid war in his article “The value of science is in the foresight”. He argues that the hybrid war amalgamates the activities of military with “protest potential of population”. Besides the information operations provides the initial ground for the war to occur. And once the protest starts getting momentum, the military operations creeps in secretly and in final stage the conquest is finalized by invading conventional forces. Jeffrey (Bristol, 2021) claims that the concept of Hybrid war is not new and has existed long before. He has accused Soviet Union of waging hybrid war against Hungary in 1958 and Czechoslovakia in 1968 under the banner of peacekeeping and democracy.

Frank Hoffman (Hoffman, 2007) opines that the events of 9/11 has undoubtedly ended one era of war while giving birth to another i.e. Hybrid war. This novel warfare has left the policy makers and strategist completely bewildered and has shifted the focus from mighty military to unconventional and irregular tactics. The fact that both state and non-state entities may engage in hybrid warfare adds to its complexity. Thirdly, the aggressor cannot be convicted as there is no explicit direct invasion.

Jack Brown (Brown, 2018) asserts that Globalization cum modern technology has tightly knitted the countries which have furthered the complexity of conflicts. The over-reliance of states on each other has allowed them to manipulate the domestic and foreign policy of opposing state. Moreover, the militarization of cyber space has provided the adversaries with modern capabilities and new vulnerabilities. On the question if Hybrid war is really a war? He quoted Clausewitz’s statement “War is thus an act of force to compel our enemy to do our will” and contended that Hybrid war involves non-linearity, exploitation of the weakness of adversary and an intelligent thinking enemy. Hence, these characteristics prove that Hybrid warfare is a real war. Furthermore, Information and communication technology has made the information and communication platforms ubiquitous. Everybody has access to all kinds of information. Therefore, information has turned into a mode of war and now it acts as the core element of Hybrid warfare because it is the most effective tool for creating ambiguity and circumvention.

Hybrid warfare has also psychological implications. These psychological implications can easily make adversary triumphant because war fought on the mind cannot be averted easily. It is said that most important strategy of war is to prevent battle and to immensely influence the moral and political-strategic resilience of the opponent. The first and foremost psychological consequence of Hybrid war is that it divides society into two parts amidst a conflict in such a way that the civilians remain in the conflict zone and international community; who are in complete state of uncertainty, favor one side over the other. Propaganda becomes the guiding principle blurring the distinction between soldiers and civilians. Now this state of chaos along with unpredictable appearance and disappearance elicits fear and anxiety which leads to PTSD (Post-Traumatic stress disorder). Another lethal psychological consequence of such protracted war is the Chronic Fatigue Syndrome. It refers to the intense and consistent state of physical exhaustion. (Olaf E. Truszczynski, 2020)

Hybrid warfare unfortunately takes a huge toll on psychological well-being of the people. It leads to excessive neurotization, and in 95% cases this neurotization transforms into neurosis state. Moreover, there also occurs phylogenetic disorder due to concealed tension of hybrid war (Nataliia Makarchuk, 2021). Pakistan being a developing country has a plethora of vulnerabilities such as ethnicity issues as multiple ethnic groups resides here, identity conflict, sectarianism, political instability, poor governance and sluggish economic growth. All these serves as a robust ground for the opponent to conduct Hybrid war (Siddiqui, 2021). The traditional rival and neighbor of Pakistan i.e. India has been waging Hybrid war against Pakistan since quite long in order to slander its image both regionally and internationally and to keep it politically and economically fragile. Air Marshall M. Ashfaq Arain (Retd) claimed that India has conducted different disinformation campaigns against Pakistan and it is manifested in the report recently published by EU disinfo lab.

India is consistently targeting fault lines of Pakistan. It has been using Afghanistan and Iran's soil for fueling and backing Balochistan separatist movement. The representatives of Tehreek-e Taliban Pakistan viz Latif Mehsud and Ehsanullah Ehsan have also accused India of slinging mud Pakistan's image (Mirza). Pakistan has been a target of hybrid war since the very beginning. By being portrayed as terrorism, especially through false-flag operations, infiltration of militant Kashmiri groups, and coordinated propaganda, the Kashmiri liberation movement has lost some of its legitimacy. Furthermore, Pakistan-based purported safe havens for Afghan Taliban fighters were blamed for America's massive military and political failure in Afghanistan. Propaganda and fake news have also frequently victimized the Pakistani army and ISIS. Anti-army narrative is built strongly here. The foreign funded NGOs has been involved in negative critique about Pakistan within Pakistan. Furthermore, the Hybrid war against Pakistan is also aimed at targeting Gilgit Baltistan and Pak-China Economic corridor aisle CPEC (Akram, 2018).

DISCUSSION AND ANALYSIS

Hybrid warfare is the nightmare of 21st century and it is a potent threat to almost all the countries be it developed or underdeveloped. Its lethality lies in the fact that it has diminished the distinction between peace and war, non-combatants and combatants. Although it existed earlier too but the world saw its practical form during Hezbollah and Israel conflict in 2006. And it became part of international discourse amid Ukrainian crisis 2014. Moreover, this kind of war has serious psychological consequences. It uses disinformation as a weapon to attack the adversaries. The

aggressor can easily justify its aggression and divert the narrative of the opponent against their own authorities. Additionally, it lowers the morale of military and beat their resilience, thus making them incompetent for the combat.

Furthermore, Hybrid war has adversely affected Pakistan. It has not only devastated Pakistan economically but also politically. Different tactics are being employed in order to pressurize Pakistan economically, thus making it economically unstable. It has built anti-military and Anti-government sentiments in Pakistan. Different groups in different areas are working against government and a large chunk of people are accusing army of meddling in the politics and calling them: traitors” and this narrative will wreck Pakistan if not dealt with iron hand on time. The Hybrid warfare against Pakistan is launched by non other than its traditional rival i.e. India. And this is evident in the recently published report by “EU disinfoLab”.

RECOMMENDATIONS

1. The government needs to establish good governance and strengthen the contact between citizens and the state. This will make people less susceptible to disinformation and propaganda.
2. The ethnicity issues and sectarianism must be dealt with iron hand because this leads to societal division which ultimately makes a country victim of hybrid warfare.
3. The intelligence agencies need to be more cautious as they are first line of defense against this kind of warfare.
4. The law enforcement agencies of Pakistan should assess the information shared on public platforms and should guide the public about the fake information. The agencies must be provided with the most advanced surveillance and data collection techniques in order to detect dangers from enemies and neutralize any ‘black ops’, ‘false-flag’.
5. Seminars and campaigns should be held on hybrid warfare.
6. Youth is the most essential asset of a country. The government should make the youth its prime focus and educate them about hybrid warfare. Awareness about hybrid warfare should be made compulsory part of the curriculum.
7. The soldiers should be given regular therapies and psychological treatments so that their morale and resilience donot deteriorate.
8. Pakistan should take steps to up-grade weapon and equipment and incorporate technology in military installations. Efforts should be made towards future self-reliance by indigenous production of small and heavy weapons. The threat spectrum must be consistently assessed by analyzing the ever-changing nature of warfare and war doctrines be upgraded accordingly.

CONCLUSION

Hybrid warfare is dangerous than the conventional warfare. It’s battleground is people’s mind. The 21st century witnesses a vast amount of misinformation which is a great tool for hybrid warfare. This kind of warfare can shake the countries to the core without being attacked directly. Furthermore, it has badly affected Pakistan and will affect it if Pakistan does not take immediate measures in this regard. And the biggest threat to Pakistan is from non other but its traditional rival i.e. India.

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CHAPTER 9

The Impact of Female Higher Education on Socio-Economic Status of Families in Peshawar: North West of Pakistan

GHAZALA YASMEEN

Women University Mardan

Abstract: *The awareness and recognition concerning female education in general and female higher education in particular began in 70s. It has been realized that female education can bring a change in society and can play vital role in women empowerment and hence in socio-economic development. A new lexis was introduced i.e. WID (Women in Development). If educated people earn more than uneducated people, shouldn't the same thing happen for females? Empirical studies about women education have revealed that education of women leads to many economic and social benefits that includes increase in wage levels. Female education is an essential instrument of achieving self-respect, awareness, empowerment, improved level of health and living. This research is aimed to determine the impact of Female Higher Education on standard of living of the household; the impact of female higher education on family income and the effects of female higher education on health indicators. The data has been collected from 150 employed married women in Peshawar during 2019. The data is collected about Demographics, health indicators, social indicators and economic indicators of the family of the respondent. Chi-Square test is applied to analyze the collected data. The data analysis showed strong correlation between Female Higher Education, Health Indicators, Social Indicators and Economic Indicators. The research carried out concluded that there is a positive relationship between Female Higher Education and Socio Economic Status of the Family that in turn impact the socio economic development of the Peshawar city.*

Keywords: *Female Higher education, Health Indicators, Social Indicators and Economic Indicators*

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INTRODUCTION

Female education and gender role in socio economic uplift of households is the most recent trend in the micro economics literature. In this age of globalization higher Education is the most important determinant of socio-economic development of families. In most developing economies boys are considered superior to girls. Pakistan is not an exception to this. A very big Gender gap in connection to education has been observed in Pakistan. The gap becomes more widen when it comes to higher education levels.

Female higher education impact the life of women and their family by increased wage levels and household income. Female higher education also effect family social life by improving the health of the family. Many researcher believe that higher rate of return of female higher education for individual families is an established fact. Decreasing gender gap in higher education improves gender equality by enlightening women and enhancing their skills. The current study is carried out to determine the impact of female higher education on standard of living of the household & on human development index and to quantify the impact of female higher education on family income.

CHALLENGES IN FEMALE EDUCATION

Female education is facing many challenges in Pakistan particularly in Peshawar women have a comparative disadvantage in education and unfavorable situation in education. Female higher education is confronting following challenges.

Gender Discrimination

South Asia in general and Pakistan in particular observe gender discrimination in female Higher education sector (UNESCO, 2002). The World Economic Forum (Lopez-Claros & Zahidi, 2005), reports that despite the fact that religion Islam and constitution of Pakistan give equal rights to men and women for getting education, females are still considered as marginalized segment of the society. Hence they are deprived from their right of getting higher education.

Financial Constraint

Large portion of population in Pakistan lives below the line of poverty. Low income class, struggle to bear the cost of education (Barriers to Girls Education, 2018). Government has established colleges and universities in all major cities with low tuition fee but still parents have to pay for examination fee, books and stationary and for hostel if required. When this expenditure is added to other household expenditures, most of the times it become unbearable to the parents and they usually decide to refrain from letting their daughters get higher education.

Social Norms & Traditions

Social, cultural norms and traditions in Pakistan negatively impact women education and empowerment. Damaging cultural practices i.e. early marriages, unequal gender standards largely

force young females from availing higher education. Further traditionally the division of labor left very little choices for females in job market and higher education. Society does not let female to establish their own businesses, work and study with males that in turn discourage females and their parents from getting higher education.

Types of Education in Pakistan

The higher education for females can be categorized as follow:

College Education

Undergraduate courses are offered in public and private colleges with limited number of courses and limited number of seats available for admission. Public sector colleges charge subsidized rates of fee and generally offer arts and sciences courses. The quality of education offered at public sector colleges is generally considered substandard.

University Education

Universities in Pakistan offer both undergraduate and postgraduate courses. Being semi government and autonomous bodies universities fix their own fees. The fee in public sector universities is comparatively low than the private sector universities. Still many student could not afford the fees of universities. In addition universities are co-education institute and many parents do not allow their daughters to study with boys.

Technical and Vocational Education

Federal government introduced TVET (Technical & Vocational Education Training) in Pakistan for the females to support them to acquire skills and promote entrepreneurship for economic and industrial growth. It is kind of adult literacy platform. It is skill based professional program. Lack of effective implantation and supportive strategy, low capacity of trainers on government side and predominantly cultural glass ceilings for women ended TVET as ineffective.

REVIEW OF LITERATURE

There are two main reasons for investigating the relationship between female higher education and socio-economic status of the family. Generally in the last decade living standard improved and extensive series of economic research identified that female higher education and the income levels are positively correlated (Anita c., et al., 2020)). Female who attained higher education are comparatively play substantial role in human resource development and in turn impact socio economic development (Mehmood, S., Chong, L., & Hussain, M. 2018)). Higher education paves ways for gender participation in governance, leadership and thus become an inspiration and beacon for many others (Pell, Winter 2015). Direct and positive relationship of female higher education and socio-economic development has been recognized across the world. This hypothesis has been further accepted by the research conducted globally. Many researchers concluded that female higher education effect society in general. (Bhagavatheeswaran et al., 2016; UNESCO, 2013).

In 1961 Schultz first time carried a research about the wage level and productivity of labor based on gender. Backer and Thomes (1994) concluded that higher education of women and training generate difference in earnings. Gatti (1999) observed that gender gap expand difference in education and training. Klasen S. (2008) also examined gender inequality in employment and education. They concluded that gender gap reduce economic prosperity of families and economies. Education also help female to achieve and improve human development indicators particularly gender equality. It is generally believed that female education can alleviate poverty and thus improve living standards and hence returns of female education are much larger than the return of education to male. Socio-Economic status of the families is analyzed by assessing family income, family size, family expenditure, assets and liabilities. Despite the fact that socio-economic effects of female education builds a large portion of economic literature, it is also believed that women play a very significant role in society and female education is a major key to socio- economic change of society but in Pakistan women are generally forced to play a pre specified role i.e. the performing & managing household chores and in some areas traditionally female help their male counterpart in farming. Whereas in developed world and industrially advanced countries this is a commonly known that without female participation in economic activities social development cannot be achieved. The correlation between Female higher education and employment become a potential reason for research in this area. Jayachandran (2008&2015) emphasized that women prefer white collar employment and office hence the economic transfers is to brain based work from brawn-based work. The result is comparative advantage of women employment in services sector. Forward looking families then invest in skill trainings of women and invest more in men education. (Pitt R. et al. 2012).

RATIONALE OF THE STUDY

Female higher education is given paramount importance in developed countries however it has been overlooked in the developing countries. In the same way unfortunately higher education for women is also neglected in Pakistan. Consequently Policy makers and stakeholders are not showing due significance towards women education. As a result females are left with limited opportunities henceforth gender disparities become more visible with the passage of time. The present study is proposed to quantify women higher education as an engine of socio economic development using primary data and will suggest recommendations for policy makers and future researchers.

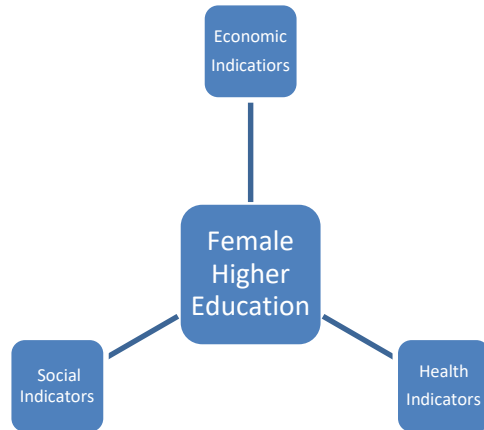
Aims and Objectives

- The research is designed to achieve the following objectives:
- To assess the impact of female higher education on standard of living of the household
- To quantify the impact of female higher education on family income
- To determine the effects of female higher education on health indicators.

Research Hypothesis

There is a positive correlation between female education and socio-economic development of a family.

THEORETICAL FRAMEWORK



The theoretical framework shows that Female Higher Education is Independent Variable whereas Economic Indicators, Social Indicators and Health Indicators are Dependent Variables.

Economic Indicators include Income of the respondent, Consumption Expenditure and Savings of the Family, Household Facilities (Electric and Electronics, Furniture, Utilities), Size of the Family House, Car owned or otherwise, if owned Type of the Car, Assets of the family, Job opportunities, and Family Vacations. Social Indicators include Family Size, Education of the Children of the respondent, Housing, and Social life, Life Satisfaction, Happiness and Quality of life. The Health Indicators included: Health indicators include Awareness about Health, Age Specific Health Issues of Family Members, Number of Children, General Health Status of the family(Blood Pressure, Diabetes, Arthritis, Chronic Pain, Kidney Disease, Liver Disease, depression), Oral health, hospital visits, Waterborne Diseases, Food Based Illness, Low Birth Weight and Disability.

Method

This part of the research explains the research methodology. It describes research site, sample size, sampling technique, and research instrument, research model.

Research site: Peshawar the northwest city of the Pakistan is selected as research site because Peshawar is the capital city of the Khyber Pakhtunkhawa province. The data required for the research will be available in Peshawar.

Sample size

To determine the impact of female higher education data will be collected from 150 married females. Out of which 50 will be with 12 years of education without any skill/training, 50 will be having 12 years of education with skill/training, 50 will be with 16 years of education. The data will be collected from married women employed in education, medicine, office jobs in public sector organizations. The age of the respondent will be 30-50 years.

Sampling Technique

Snow ball sampling technique is used to collect data. Since the sample size is 150 married employed female therefore snowball sampling technique is most suitable to identify the respondents.

Research Instrument

Self-structured questionnaire is used administered to collect the data. The designed questionnaire has three sections; the first section includes demographic questions, the second part is comprised of questions regarding education and income and the third section is about social and human indicators.

Research Model

Chi-Square test is used to analyze the data. Cross tabulations used to compare and quantify the impact of higher education on socio economic status of family and to assess correlation in the identified three groups of data because cross tabs is a statistical instrument used to analyze categorical data.

RESULTS AND DISCUSSIONS

This section is divided into three sub sections.

Female Education and Social Indicators

Generally social indicators are the index to monitor the social life of a household and guide to the government for policy making (Ferris,1988). The social indicators included: Family Size, Education of the Children of the respondent, Housing, and Social life, Life Satisfaction, Happiness and Quality of life. In this section the relationship between female education and social indicators is calculated. Whether the Social Indicators of the Family of respondent are dependent on the Education of the Respondent. Chi-Square test is applied to determine the association Female Education and Social Indicator

Social Indicators * Female Higher Education

Chi-Square Tests (Cross Tabulation)			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	74.125 ^a	9	.000
Likelihood Ratio	86.839	9	.000
Linear-by-Linear Association	46.976	1	.000
N of Valid Cases	149		

The analyzed data shows that the dependency of Social Indicators on Female Higher Education ($X^2(2, N=150) = 74.125, P < 0.005$). This shows that Social Indicators are highly associated with the Female Higher Education.

Female Higher Education and Health Indicators

Socio- economic researchers usually use Health indicators to assess and quantify the impact of socio -economic development on health indicators. In this research we used health indicator to determine the impact of Female Higher Education on family life of the house hold. The Health Indicators included: Awareness about Health, Age Specific Health Issues of Family Members, Number of Children, General Health Status of the family(Blood Pressure, Diabetes, Arthritis, Chronic Pain, Disease, depression) , Oral health , Kidney Disease, Liver Disease, Hospital visits, [Waterborne Diseases](#), Food Based Illness, Low Birth Weight and Disability. In this section the association between health indicators and female higher education is determined. Female higher education is taken as an independent variable and the health indicators as dependent variables.

Health Indicators * Female Higher Education

Chi-Square Tests (Cross Tabulation)			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	73.157 ^a	9	.000
Likelihood Ratio	85.310	9	.000
Linear-by-Linear Association	47.191	1	.000
N of Valid Cases	149		

The calculated Chi-Square results regarding association between Health Indicators and Female Higher Education shoes strong association between independent and dependent variables ($X^2(2, N=150) = 73.310, P < 0.005$).

Female Education and Economic Indicators

The inequalities in the available household resources are steadfast, reliable and valid instruments to identify, determine and enumerate the impact of variables. In this study we used Income of the respondent, Consumption Expenditure and Savings of the Family , Household Facilities (Electric and Electronics, Furniture, Utilities), Size of the Family House, Car owned or otherwise, if owned Type of the Car, Assets of the family, Job opportunities, and Family Vacations as economic indicators. Chi-Square test is applied to determine the relationship between economic indicators and female higher education.

Economic Indicators * Female Higher Education

Chi-Square Tests (Cross Tabulation)			
	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	75.373 ^a	9	.000
Likelihood Ratio	89.183	9	.000
Linear-by-Linear Association	49.127	1	.000
N of Valid Cases	149		

The results show that the economic Indicators are highly associated with Female Higher Education ($X^2(2, N=150) = 75.373, P < 0.005$). This shows that Social Indicators are highly associated with the Female Higher Education.

CONCLUSION

The research carried out showed strong correlation between Female Higher Education and socio-economic development of the family. It has been observed that families having female with higher education showed good trends in economic, health and social indicators. Hence we accept our research hypothesis: There is a positive correlation between female education and socio-economic development of a family. It is therefore suggested that policy makers and stakeholders should focus on female higher education because it positively affect the socio economic development of the country.

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CHAPTER 10

Online and Distance Schooling in Elementary and Secondary Educational Institutions: A Compulsion in Light of COVID-19 Pandemic

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Abstract: *In light of the increasing concerns about the spread of COVID-19 pandemic a large number of Elementary and Secondary educational institutions have closedown in regards to face-to-face classes around the world. The Corona virus has created vulnerabilities in global educational systems. It is now clear that the state needs flexible and robust education systems because our future is very unpredictable. The aim of the study is that as a result of novel corona virus and COVID-19 pandemic a large numbers of schools faced challenges how to maintain teaching learning process while facing threat of extended closures. A qualitative method was adopted by analyzing the secondary data. In this respects pertinent literature was visited to get the essence of continued learning during these unprecedented times. Findings reveal that the schooling system of worldwide are adopting online and distance learning system slow and gradually. Findings also reveal that apart from resources, readiness of teacher, self-confidence, motivation and accessibility of students play an important role to introduce ICT integrated learning system inside the classrooms. The study proposes that school staff should use technology and ICT tools to continue learning especially during these exceptional times. Findings also suggest that online and remote learning is very crucial in times of social distancing and lock downs due to COVID-19 pandemic. It also offers a strong platform for further research.*

Keywords: *Elementary and Secondary educational institutions, E-learning, online teaching, ICT, COVID-19*

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- Selection and peer-review under responsibility of the Organizing Committee of the Conference

INTRODUCTION

The age of 21st century is the era of information communication and technology. The theme of online learning is achieving much consideration, mainly because to develop and boost the learning outcomes student while struggling the saving resources in elementary educations (Kim & Bonk, 2006; Pape, 2010; Farinella, Hobbs, & Weeks, 2000). The central definition of online learning is the separation of teachers and students through distance learning (Keegan, 1996). According to Watson, Kalmon & Winograd, (2004) online learning is a type of instruction in which the contents are delivered primarily through Internet. In 1998, UNESCO World Education report emphasis that the teachers and student must have plenty access to improve information technology and the internet in their educational institutions i.e. schools and colleges. Beside the milieu of the outbreak of COVID-19 numerous policy are being propelled by Elementary and Secondary government's entire the glob to continue teaching learning process in hard COVID situation. However, there is uncertainty and difference about What teaching methodology applied like what to teach, how to teach and distribute workload of teachers and student to ensure the quality of education (Zhang et al., 2020). Significant, national and international efforts to apply ICT in provision of distance and online learning during the period of the pandemic of COVID-19 are emerging and evolving promptly. Secondary sources highlight certain shortcoming such as the absence of online teaching learning tools, the information gap, untrained teachers, the multidimensional atmosphere at home, and in like manner (Murgatrottd, 2020). Though, in spite of certain curbs, existing condition and in like manner demand action so that the learning process of the students is not suffered in any way. Likewise China started a “*Suspending Classes Without Stopping Learning*” policy to realize that during the span of COVID-19 pandemic education was not compromised at any way (Zhang et al., 2020). This is one of the many steps and policies the developed country including china doing practicing to see that learning environment of student was minimum affected during school closures periods of school. To tackle the complications, Huang et al., (2020) propose that governments, department of education and NGOs working attached with education department need to further sponsor the ICT tools to the educational institution. To providing teachers and students with modern information technology for home-based teaching and learning is very serious in this pandemic situation.

The dissemination rate of coronavirus started very fast in all over the world, causing the death of over 3000 people (UNESCO, 2019). Consequently, numerous countries underway appropriate policies to encompass this virus, including closures of schools. Moreover, five different continents, forty six countries declared educational institutions closures to seize the COVID-19 quickly spread (Huang et al., 2020).

Subsequently, to overcome the COVID-19, the Chinese government of has stopped most physical and face-to-face classes. The Chinese Ministry of Education has started an initiative on title “*Disrupted Classes, Undisrupted Learning*” to carry smooth and

flexible online learning to millions of students from their door steps (Huang et al., 2020). The speedy development of ICT and the increasing difficulty create issue in integration of technology in education, to get distinct attention particularly, in wake of COVID-19 pandemic.

Due to the COVID-19 pandemic, there has been great focus in the development use of ICT tools like, multimedia and interactive board to improve the quality of distance learning process (World Bank, 2020b; Smith & Judd, 2020; UNESCO, 2020; CoSN, 2020). The proper usage of multimedia increase content knowledge and students learning outcome (Thomas & Israel, 2013; (Lanzilotti et al., 2006). Information technology performs as a catalyst to enhance the competencies of teachers in lesson preparation and delivery of lecture (Sadegül, Kalayci, & Avci, 2011).

Aim of the Study

As a result of COVID-19 pandemic schools confronted the challenges of how to uphold continuity of education process while facing the threat of prolonged closures. Consequently, this study aims to observe how teaching and learning process can be carry on during such unprecedented times. To achieve aforementioned aim this study based the following objectives: To explore the many forms of distant learning approaches implemented during COVID-19 pandemic; to examine the difficulties faced by the educators and students to adjusting yourself with online classes.

Research Question

What are the pros and cons of integrating online learning in elementary and secondary institutions in response to COVID-19 pandemic?

Significance of the Study

The result/findings and recommendation of this research are considered to be of very importance to different institution for multiple reasons. Primary, there is no published data available about how Elementary and Secondary institutions are trying to handle while keeping in view students involvement during COVID-19 pandemic and the closing of many elementary institutions globally. This study will help to depict critical areas and contribute to local literature on the issue, which in turn could be used by related authorities in improving their education activities. The finding of this research will also add the benefit of Elementary and Secondary institutions to understandings about ICT and integrated online teaching learning process.

Subsequently, the recommendations of the study, if executed, will permit E&S institutions to create pleasant and interactive learning milieu for all students nationally and internationally in such lockdown days COVID-19 pandemic. Learning atmospheres

are different platform such as *Google Meet*, where participant involve and learn new skills. While students can learn in physical group of settings, the environment refers to the more perfect and accurate substitute to the conventional classroom (Stadler, 2015).

METHODOLOGY

The qualitative style is adopted for this study as this method is very useful in determining the views and experiences of people (Bogdan & Biklen, 2003). The descriptive qualitative approach was used to administer this study by analyzing the secondary data. Although descriptive study has long been of attention of researchers in the field social science, similarly, this technique uses rigorous qualitative methods to analysis existing qualitative studies to create greater meaning through an interpretative process.

1. The relevant literature reveals that in present, arena the individual interested to use ICT tools including multimedia to enhance and construct updated knowledge. No doubt the suitable use of multimedia help to improve the content knowledge in the classroom environment in educational institution for numerous benefits. Practice of information technology can help to enhance students' consciousness on the way to instructional tools. They can also put on factual procedures and allow students to perform online experiments as compared to in a school laboratory. Therefore it is very critical to speed up the pace of ICT and enhance the practical application of online learning programs in view of the frightening effect of COVID-19 pandemic.
2. The scanning of literature reveal that maximum of the schools in the advanced countries has introduced its own Learning Management System to continue teaching learning process during closure schools. All the educators required to online in LMS and upload the learning resources important for students, clear their difficulties on the dialogue box. Remarkably, in spite of having a multiplicity of digital method of teaching tools, most of the educators and students both were practicing Email, WhatsApp/ and Telegram for attending classes.
3. Analysis of secondary data reveals that willingness to accept change is a main condition for effective utilization of information technology as it creates opportunities for students to learn and apply the required 21st century skills because information technology acts as a promoter and helper for lesson preparation and delivery of lecture.
4. The study also stated that the most students came from remote areas having low income of the family, therefore, during the lockdown period when they needed the laptop for online learning but they could not do so as they did not have desktop or laptop at home and the mobile phones were not found enough effective to participate in online classes. Besides, during the lockdown period at home, both male and female students were struggling with financial problems as well.
5. A lot of the difficulties were related to the students and their responses to the needs of online teaching, which include uninterrupted electricity connection, internet signal issues. Among others, level of understanding, lack of scope for meaningful

interaction, the range for innovative teaching, and mechanical conduct of classes were the significant challenges reported by teachers. It was found that teachers were unable to read the face and mood of students, and thus difficult to change the teaching pattern.

6. Elementary and secondary education department need to negotiate with internet vendors to help provide access to online learning for students for free or at a cheaper rate; providing extra support and guidance on how to use and access distant and online learning content can be critical and some educational courses are easier to move online than others.

CONCLUSION

The underdeveloped countries are confronting policy formulation, planning and management due to the sudden shifting scenario of COVID-19 pandemic and their ruptured technical arrangement, academic incompetency and lack of modern ICT tools and resources (Thomas, 2020). But remarkably everybody must learn to live and carry on with the present crisis as it is the start only; in the long run, no can afford the carelessness towards digital transformation in elementary and secondary educational institution. To develop different approaches to achieve course content objectives for better learning outcome can be a better idea to deal with the difficulty of online education. Enthusiastically, the state must ensure the accessibility of reliable ICT tools, having high level digital educational experience, and encourage technology-enabled learning for students to bridge the differences originated in the education system before and after COVID-19 calamity which is also unavoidably demand for nonstop learning. Some steps should be considered in connection of this pandemic; to develop such a curriculum that replicates the feasible change in the knowledge and learning outcome of students as well as assist them to think critically.

RECOMMENDATIONS

1. Institutions working under Elementary and secondary Education Department need to have basic information technology and ICT infrastructure to effectively bring out online learning for this purposes government must provide funds to the elementary and secondary education department.
2. Instructors need ICT equipment and should have easy access to different updated software, applications and learning platforms.
3. Instructors and educators also need to have the capacity building to utilize ICT tools efficiently to deliver lecture in such a mode.

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