

NEW HORIZONS

HEC RECOGNIZED JOURNAL

Research Journal
Faculty of
Social Sciences

#30



Greenwich University

PAKISTAN - MAURITIUS

www.greenwich.edu.pk

VOL.15, NO.2, JULY 2021
ISSUE DOI: 10.29270/NH.2021.15.2(30)

ISSN 1992-4399
e-ISSN 2521-2559

NEW HORIZONS

Research Journal

**Faculty of
Social Sciences**



Greenwich University

PAKISTAN – MAURITIUS

w w w . g r e e n w i c h . e d u . p k

New Horizons, Vol. 15, No. 2
July 2021

New Horizons



ISSN: 1992-4399 (Print)
ISSN: 2521-2559 (Online)

Frequency: 2 Issues per year

New Horizons (NH) is an international peer-reviewed, academic research journal in the multidisciplinary field of social sciences, publishing innovative, and impactful research. The biannual *New Horizons (NH)* research journal is administrated and published by the Faculty of Social Sciences, Greenwich University, Karachi, Pakistan.

New Horizons provides an academic platform to professionals and researchers to contribute original, unpublished researches in a wide array of Social Science subjects including but not limited to, Education, Economics, Psychology, Sociology, Social Work, Languages & Literature, International Relations, Mass Communication and Media Studies. *NH* carries original, full-length research papers that reflect latest researches and developments in both theoretical and practical aspects of National and International Social Science subjects.



Research Papers by [New Horizons](http://www.greenwich.edu.pk/new_horizons/) is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License.

Based on a work at http://www.greenwich.edu.pk/new_horizons/.

Permissions beyond the scope of this license may be available at <http://www.greenwich.edu.pk/>.

Designed & Composed by Abdul Kalam

Editorial Board

PATRON

Seema Mughal, T.I.
Vice-Chancellor
Greenwich University
Pakistan – Mauritius

EDITOR-IN-CHIEF

Prof. Dr. A. Q. Mughal, A.F., S.I.
Research Professor
Greenwich University
Pakistan

EDITOR

Dr. Altantuya Dashnyam
Greenwich University
Pakistan

ASSOCIATE EDITOR

Dr. Mohan DevRaj Thontya
Greenwich University
Pakistan

MANAGING EDITORS

Mr. Naveed Ahmed Mughal
Mr. Rab Nawaz
Greenwich University
Pakistan

EDITORIAL ASSISTANT

Ms. Sabeen Azam
Greenwich University
Pakistan

Editorial Advisory Board

INTERNATIONAL

Prof. Dr. Fida Mohammad
Professor of Sociology
State University of New York, NY, USA.

Dr. Sharifah Muzlia Syed Mustafa
Education, Universiti Teknologi MARA (UiTM)
Malaysia.

Prof. Dr. Leroy Allen Furr
Professor Emeritus of Sociology
Auburn University, USA.

Dr. Stephen J. McKinney
Associate Professor, School of Education
University of Glasgow, UK.

Prof. Dr. Lyndal Bullock
Regents Professor Emeritus, Special Education at
the University of North Texas
USA.

Dr. Ravichandran K. Dhakshinamoorthy
Associate Professor, International Relations &
Strategic Studies Programme
Universiti Kebangsaan, Malaysia.

Dr. Zuraidah Mohad Zain
Assurance and Management of Quality
Penubuhan Majlis Profesor Universiti Perlis
Malaysia.

Dr. Michel Boivin
Directeur de recherche au CNRS
Centre for South Asian Studies
of Advanced Studies in Social Sciences
Paris University, Paris

Dr. Huzili Hussin
Associate Professor Head Centre of Excellence
for Social Innovation and Sustainability (COESIS)
Universiti Malaysia Perlis, Malaysia.

Editorial Advisory Board

NATIONAL

Prof. Dr. Shahida Sajjad
Vice Chancellor, Malir University
Karachi.

Dr. Sobia Anis Shehzad
Professor, Department of Sociology
Karachi University, Karachi.

Prof. Dr. Inayatullah Kakepoto
Professor, Department of English
Quaid-e-Awam University of Engineering
Science & Technology, Nawabshah.

Dr. Khalid Ahmed
Head of Department
English Language and Literature
The University of Lahore, Gujrat.

Prof. Dr. Ahmed Ali Brohi
Professor, Department of Sociology
University of Sindh & Chairman BISE
Larkana.

Dr. Ishrat Afshan Abbasi
Chairperson
Department of International Relations
Sindh University, Jamshoro.

Prof. Dr. Razia Sultana
Vice Chancellor
Shaheed Benazir Bhutto Women University
Peshawar.

Dr. Irshad Hussain
Chairman
Department of Educational Training
The Islamia University of Bahawalpur.

Prof. Dr. M. Zahir Faridi
Chairman, Department of Gender Studies
Bahauddin Zakariya University, Multan.

Dr. Santosh Kumar
Chairman, Department of Sociology
Shah Abdul Latif Universit, Khairpur.

New Horizons, Vol. 15, No. 2
July 2021

EDITORIAL NOTE

New Horizons is a quality journal devoted to basic research, theory, and techniques and arts of practice in the general field of Social Sciences and Humanities. New Horizons is published bimonthly. There are numerous papers on important aspects of education, sociology, literature & linguistics etc. which can find no place in the ordinary literature. This journal is dedicated to filling this void.

Manuscripts can be submitted online via OJS. NH is using Online Submission and Review for quality review process and the authors can submit manuscripts and enquire their progress.

I take this opportunity to acknowledge the contribution of Dr. Dev Raj and Mr. Rub Nawaz during the final editing of articles published and the support rendered by the editorial assistants. Lastly I would like to express my gratitude to all the authors, reviewers, the publisher, the advisory and the editorial board of the Journal, the office bearers for their support in bringing out yet another volume and look forward to their unrelenting support for the successful release of upcoming editions. Needless to say, any papers that you wish to submit, either individually or collaboratively, are much appreciated and will make a substantial contribution to the early development and success of the journal.

Editor
New Horizons

TABLE OF CONTENTS

	Page No.
Early Childhood Teachers’ Perceptions of their Leadership Roles at Pre-Primary Level <i>Aalunger Shah, and Dr. Kiran Hashmi</i>	01-16
Communication – A Tool for Development: A Case Study of Out of School Children of Rehman Colony Karachi-Sindh <i>Tahira Parveen, Dr. Aazadi Fateh Muhammad, and Dr. Abida Parveen</i>	17-32
Implications of Cultural Diversity: A Proposed Model of Social-Polyphony for CPEC <i>Dr. Rubina Masum, Noor Mohammad, and Dr. Kausar Perveen</i>	33-46
Territorialization and De-Territorialization of Sindh with Reference to The British Empire <i>Hamida Narejo, Dr. Hammadullah Kakepota, and Muhammad Abdullah Avais</i>	47-54
Climate Change and Pakistan: An Overview <i>Nasreen Aslam Shah</i>	55-68
Assessment of Selfie Addiction among Media Students of Universities in Karachi <i>Dr. Sabir Ahmed, Dr. Taha Shabbir, and Sanam Tajamul</i>	69-90
<i>About the Authors</i>	91-92
<i>About the Journal – Guidelines to the Authors</i>	93-98

EARLY CHILDHOOD TEACHERS' PERCEPTIONS OF THEIR LEADERSHIP ROLES AT PRE-PRIMARY LEVEL

Aalunger Shah, and Dr. Kiran Hashmi

ABSTRACT

The purpose of this study is to investigate the level and manner of Early Childhood Care and Education (ECCE), teachers' leadership roles in ECCE settings and to evaluate the teacher leaders' support in ECCE settings as per prescribed teacher leadership dimensions: (a) developmental focus, (b) recognition, (c) autonomy, (d) collegiality, (e) participation, (f) open communication, and (g) a positive environment). A survey research was conducted in Karachi from ECCE teachers to collect the data. The researcher used purposive sampling from private sector schools. The data were analyzed and presented in the form descriptive statistics such as frequencies, percentages, and mean. Inferential statistics included the use of multiple linear regression. Correlation among all the predictors was computed and the hypothesis was tested through SPSS 20. The p value of all dimension in coefficient table is lower than P value= 0.05 and thus rejects the null hypothesis. The findings suggested that all teacher leadership dimensions contribute significantly towards maintaining positive environment in ECCE settings.

Keywords: *Distributive Leadership, ECCE, Teacher Leadership, TL Dimensions*

INTRODUCTION

The notion of leadership has been an area of discussion in multi-disciplinary perspective and with various dimensions since the last two decades. Leadership has been adopted in various contexts, namely, education, business and government. The traditional view of leadership in organizations is to select one person or few over subordinates to lead them from top to bottom. More recently, however, this concept of leading by or few has been converted into shared or collaborative leadership or with more clarity it is described as the change of concept wave from transactional to transformational type of leadership or distributive leadership. No matter

what the recent term is used, the real functional concept of modern leadership is collective efforts of formal leadership and all other members functioning as informal leaders for the development of organization.

In addition to this, the modern view of leadership is not hierarchical, but based on decentralization, collaboration and shared leadership approach. This approach is both tight in value but loose in providing freedom to act, and to experiment the latest techniques of ECCE teaching, while questioning the traditional views. The four dimensions proposed by Hairon and Goh (2015) demand the administrator of school to extend the distribution of instructional leadership from senior leaders to middle leaders and stretch it to teacher leaders. These dimensions include bounded empowerment, developing leadership, shared decision and collection engagement. Moreover, in order to implement this instructional leadership, ECCE teacher leaders need to be well aware of the scope or boundary of their influence over various decisions taken at school. This is closely linked to the dimensions of teachers' empowerment in making decision while delegating powers to the middle management to develop the innovation, performance, and dedication of teachers.

More recently, the model of distributive leadership and teacher leadership is a dominate approach in ECCE settings, which needs to be implemented for maximum learning outcomes. This means that ECCE teachers also have the prime role to play in curriculum implementation along with the roles of principals, deputy principals and other school staff. The importance of leadership lies in the fact that it is responsible to motivate all the members to play their role in ECCE setting to make contribution in bringing about the real and dynamic change in the lives of children for a productive society (Scott & Kivunja, 2015).

The teachers' role as a leader contributes to achieve organizational roles. According to Muijs and Harris (2003), teacher leadership focuses upon improving learning based on collaboration, development and growth. Teacher leadership requires a consistent courage and motivation level to face the obstacles and challenges to meet the vision and mission of the schools and to implement ECCE teacher's ideal pedagogy. Moreover, Katzenmeyer & Moller (2009) claim that a potential teacher leader possesses the characteristics of competency, credibility, and approachability. Various leadership dimensions and different approaches are required for a teacher leader to achieve the vision and mission of the organization. Teacher leadership can involve different initiatives such as implementing innovations to introduce a change. For instance, by providing pedagogical support to colleagues at ECCE

teachers, while boosting the skillfulness of the teachers to achieve maximum learning outcomes. Teacher leadership also functions productively when the environment or culture of school is favorable for teacher leaders to express and implement their ideal pedagogy to their principals, colleagues, and parents. The boundary of influence for pre-primary teachers is usually not as per the ideal views of teachers' philosophy to influence the decision making, curriculum and policy making at school.

Katzenmeyer and Moller (2009) propose seven-dimension-model of school culture. These dimensions are core areas of teacher leadership, which indicate the true leadership style and tool of teacher leadership proposed by Katzenmeyer and Moller (2009) to assess school culture and ECCE teachers' perceptions of their teacher leadership level at school.

The research problem of this study is imbedded in the roots of Pakistani educational system, both in government and private sectors. The contribution of teacher leadership in implementing developmentally appropriate practices in ECCE pedagogy is evident through ECCE teachers' communication and informal leadership of sharing their ideal pedagogy to colleagues and school leaders. The lack of pedagogical harmony, interaction with curriculum, cultural and administrative influence and much more restrict the teachers to express their ideal pedagogy whether they are trained or not. The significance of this study is well connected with globalization, industrialization and the global market to the requirements, which indicate the importance of growing ECCE teachers' leadership role to achieve the international standard and 21st century skills required (Hognestad & Boe, 2015; OECD, 2012; Ord et al., 2013; Waniganayake et al., in press). Similarly, Pakistani ECCE system is currently in the reform phase. Pakistani Early Childhood Care Education curriculum developed in 2002 (revised in 2007) reveals a shift while emphasizing on constructivist learning practices, which demands the learning process to be based on critical thinking, creative, collaboration, as well as independent discovery.

The main idea of the teacher leaders, which has been the focus point of contemporary analysis is considering them as the instigator of change at the school level (Harris, Jones, & Huffman, 2018; Lieberman, Campbell, & Yashkina, 2017) and as a strong catalyst to bring change in schools (Katzenmeyer & Moller, 2009) and to cope with the challenges faced by the present education system. It has been observed that pre-primary teachers' do not find supporting and favorable school culture and ideal leadership style to implement their idyllic ECCE pedagogy. Their influence is usually low and

converted to the dominant and hierarchical leadership style of schools.

Its study aims to explore preprimary teachers' views about their role with regard to leadership in the early childhood setting. The study also aims to investigate the ideal leadership model, which the teachers need to implement, and their pedagogical philosophy based on their ideal views. The second research question aims to explore the connection between leadership models proposed by the literature review with the expectations of pre-primary teachers' expected leadership model.

The traditional bureaucratic structure of schools is a significant factor which becomes an obstacle in the development of teacher leaders. Katzenmeyer and Moller (2009) suggest schoolteacher leadership dimensions to implement in schools to provide a favorable environment to teacher leaders. They also propose implementation of change process, development focus, approaches to take decision, method and skills of effective communication, and a motivating system to accelerate the efforts of teacher leaders, which need to be addressed to strengthen their role to lead and share their ideal pedagogy and vision within and beyond their classrooms practices.

Schools are complex, evolving and consistently changing organizations aiming to achieve social, economic and global needs. The excessive integration of information technology in education system, learner diversity, and needs of global market maximizes these complexities. The purpose of this study was to investigate level of teacher leadership support and influence in ECCE schools, which is a possible means for continuous improvement by collective and shared leadership. The study aimed to investigate the dimensions and specific teachers' leadership functions that need to be maintained to support or inhibit the development of ECCE teacher leaders. The study also examined the relationship and interdependence of various dimensions required for teachers' leadership implementation and the positive environment it needs. The study had the following objectives:

1. To investigate the level of ECCE teachers' leadership roles in ECCE settings.
2. To evaluate the teacher leaders' support in ECCE settings as per prescribed teacher leadership dimensions.

Literature Review

The theoretical framework of this study can be aligned with distributed leadership theory (Gronn, 2000; Spillane, Halverson, & Diamond, 2004).

This theory can be traced back to mid-1920s (Harris, 2009), which is also understood as fluid and emergent, rather than a fixed phenomenon (Gronn, 2000). Here, leadership is viewed more as a “Collective phenomenon where leadership is present in the flow of activities in which a set of organization members find themselves involved” (Gronn, 2002, p. 445).

Spillane (2006) defines distributed leadership as a practice rather than focusing on leaders or their roles, functions, routines and structures. It is viewed as the interaction between people rather than considering it as product, knowledge and skills. The interaction more specifically clarifies leadership as a practice. Spillane, Halverson, & Diamond (2004), further recognized distributed leadership falling theoretically into ‘distributed cognition’ and ‘activity theory’ and consider them as the conceptual foundations of distributed leadership.

Moreover, Woods, Bennett, & Harvey (2014) propose characteristics of distributed leadership in similar way which includes emergent property, openness of boundaries and leadership according to expertise. Emergent property considers the concept of leadership as an individual rather than a phenomenon. It suggests the interaction of leaders in various situations as a characteristic of distributed leadership. Openness of boundaries relates distributed leadership as a process of shared and collective function in the organization, which extends the scope of teacher leadership. These characteristics are a source of understanding and clarity about true teacher leadership theoretical background, which is helpful in providing conceptual clarity regarding teacher leadership.

The study has adopted the conceptual framework, which also gives guidelines and directions to frame an action. There are four core components in this framework. The first component is the foundational part, required to enable teacher leadership in various school cultures. This component suggests dimensions, which have been drawn from the literature review of Katzenmeyer & Moller (2009). The dimensions of teacher leadership are support drivers to help increase the level of teacher leadership and maintain a productive influence of the teachers on existing or traditional practices at ECCE setting. Similarly, these norms of teacher practice support teacher leaders and maximize the level of collaboration. The implementation of school culture dimensions is supported by adopting the distributed leadership style at schools to maintain collaborative school culture, which enable teachers to become leaders.

These characteristics of school culture are mandatory for collaborative

teacher leadership, which include developmental focus, positive environment, participation, autonomy, collegiality, open communication and recognition. In the third component, teacher leaders become an active part of learning and professional development communities and instructional leadership teams. As a result of proposed school culture, engagement and freedom provide sufficient autonomy to bring significant changes in their instructional and leadership practices to maximize student learning outcomes. According to the theory of action, school culture based on proposed dimensions increase the support and influence level of teacher leadership, which indirectly influences and improves student learning. The nature of the framework clearly describes the relations of all these four components that how each individually or collectively supports student learning and teacher practice.

Teacher Leadership as a Paradigm Shift

The definition of leadership in education has evolved over the years. The term ‘teacher leadership’ first appeared in 1916 in John Dewey’s writing, in which he proposed teachers’ active role in school governance. However, in recent times it emanated from the 1980s educational reform movement in the USA (Rackley, 2006). These three waves of teacher leadership (see Table 1) presents the different conceptual meanings and role of leadership expected from teacher leaders to perform in various educational contexts around the world.

Table 1: The historical evolution of teacher leadership

Teacher leadership evolution	Focus of Wave
First wave	Administrative leaders, i.e. head teachers, master teachers, department heads
Second wave	Instructional leaders, i.e. PD specialists, curriculum experts, mentors
Third wave	Team leaders, change agents, advocates of collaborative and shared leadership practices

Adapted from Silva et al. (2000, p. 1-3, cited by Shah, S. R. (2017).

The three waves of teacher leadership in different times of history have been described by Silva, Gimbert, and Nolan (2000) in this way that the first wave of teacher leadership was found in practice more than five decades ago with the conceptual meaning of managerial position. Teacher with formal positions were considered teacher leaders, that is, department chairs or school supervisors. This role was only specified to the top formal positions of school and only school principal and upper management were regarded as leaders of schools.

The second wave of teacher leadership was emerged as a response of the

first wave to witness the other roles of teacher leadership beyond the school administrative roles (Silva, Gimbert, & Nolan, 2000) where instruction was not necessarily regarded as a defining criterion for teacher leadership. Teachers' role was upgraded to curriculum designing, and some other administrative roles. The new teacher leadership positions meant that teachers were given autonomy to take positions school-wide (Levin & Schrum, 2016, p.3).

The third wave of teacher leadership emerged in 1990s characterized with focus on more collegial support roles rather than administrative and authoritative roles of teachers. The third wave drew a clear line between formal and informal roles (Kelly, 2011, p.7). A teacher can be a mentor, advisor and part of curriculum review committee, while giving their input to school administration and remain as he classroom teacher.

As a development of this third wave, some researchers have defined teacher leadership with different terms to describe this paradigm shift. Berry, Byrd, and Wieder (2013) call teacher leaders of the last wave as "teacherpreneurs". These are teachers who take on a hybrid of leadership roles both inside and outside the classroom. A teacherpreneur is defined by Quaglia and Lande (2016) as "A classroom expert, who still teaches while finding time, space, and (ideally) much deserved reward for spreading both sound pedagogical practices and policy ideas" (p.70). Teacher leaders in this definition are teachers who have taken leadership roles to excel their leadership skills and dedicate time for their classroom responsibilities simultaneously.

Leadership is considered a context-specific phenomenon, where teacher leaders' roles may differ in various contexts based on school culture and environment. For example, the way ECCE teachers perform their leadership roles in Australia, may be difficult to imagine in Pakistani schools, largely due to cultural dissimilarities.

ECCE setting has two-way influences from teachers to ECCE setting during the learning process (McCrea, 2015). Teachers associated with ECCE setting tend to be involved in multiple roles simultaneously (Scott & Kivunja, 2015). McCrea (2015) depicted a clear picture of leadership in ECCE and characterized it as four roles for all the members to get involved in. This role involves a pedagogy creator, policy designer, team leader, and a rights advocate.

The focus of this study is not only on the need of an effective leadership, but it is vital for the success of an ECE setting as well (Silins, Mulford, & Kivunja, 2015). An ECCE setting leader not only needs to plan, organize, lead and control the processes in a setting, but they also required to be visionary,

pedagogy creator, team stakeholder, policy designer, and rights' advocates. The people, place and practices which they have to lead involve diverse structural and cultural dynamics and are different from ECCE context (p. 1712).

This creates a sense of difference between ECCE setting and other school settings. ECCE setting functions differently in terms of roles and the leadership styles from those in a primary level, or on secondary school, or higher secondary institution. To specify, leadership styles in an ECE settings apply in functioning a transformative vision and maintaining managerial role, but also become an active part of the educational policy making at schools, identifying educational outcomes, and performing pedagogical leadership roles to support and achieve young children in the ECE setting.

RESEARCH METHODOLOGY

A descriptive and multiple linear regression was used to investigate teacher leadership in ECCE settings. Descriptive approach is used to investigate the existing phenomenon in an accurate manner. The phenomena observed in this descriptive research design are already available. However, this study research collected data through the use of a survey questionnaire. The main goal of this study is to describe the existing phenomena of teacher leadership dimensions in ECCE settings in Karachi region.

This study also intended to investigate the relationship between seven dimensions of teacher leadership and the contribution of each dimension to support others and to investigate the influence of these dimensions on the positive environment of ECCE settings for practicing teacher leadership roles. By adapting the Teacher Leadership School Survey (Katzenmeyer & Moller, 2009) in this study, the researcher explored the seven dimensions measured by the instrument taking them as independent variable while considering teacher leadership and school positive environment as a dependent variable and continuous variable.

The population of the study is approximately 1000 private school early childhood educators of Karachi, who were teachers of ECCE. The population is the teachers' performing as full-time faculty members with a contract or temporary status, in schools with school fees ranging between PKR 1500 to 2500.

Purposive convenience sampling was used for data collection. Due to limited time and level of research, the actual number of ECCE teachers was reduced to 210 teachers in schools of Karachi with a fee structure ranging from PKR 1500 to PKR 2500.

A survey is a tool conveniently used to collect research data on a large scale to cover a large number of people and is relatively economical as compared to other methods. Teacher Leadership School Survey (TLSS) has been developed by Katzenmeyer and Moller (2009) and is widely used to measure teachers' perceptions about the level of teacher leadership in their context and how it is modeled. These teacher leadership dimensions and roles to support teacher leadership includes (a) a positive environment (b) developmental focus, (c) collegiality (b) recognition, (c) autonomy, (e) participation, (f) open communication, and (g) positive environment.

After finalizing the questionnaire, descriptive statistics along with inferential statistics were run for analyzing the data collected. Descriptive statistics was used to interpret the data of all variables through mean, frequency, percentage, rate of response and standard deviation of each variable and the proposed dimensions of teacher leadership. Keeping the level of mean, the survey items were presented with collective mean from the highest to lowest. The support was considered higher based on high mean of teacher responses and it was perceived lower when the rating was low in teacher leadership support level. To provide answer to the second research question, multiple linear regressions was run to investigate the relation of other dimensions with positive environment dimension of TLSS. Multiple linear regression was computed to respond to the second research question.

TLSS was adopted to collect the quantitative data, operationally to measure the level of seven Teacher Leadership Dimensions defined by Katzenmeyer and Moller (2009). The data were not only used to analyze the individual perceptions of teachers, but the data was summarized to compare the variance in ECCE teachers' perceptions about the presence of Teacher Leadership Dimensions (Katzenmeyer & Moller, 2009).

Descriptive and inferential statistics were analyzed through SPSS version 20. The data analysis of section B presented the perceived teacher leadership of ECCE teachers mainly in terms of pedagogical proficiency, effective collaboration, and school environment among themselves. ECCE teachers viewed their collaboration, developmental support, and collegial interaction as more important in finding the level and influence of teacher leadership support at ECCE level.

RESULTS

The data of section A intended to develop for the demographic information of the respondents. This section revealed that around 94% of the respondents

were females while only 11 (6%) respondents were male. Moreover, 48% percent ECCE teachers had experience between 2 to 3 years and 18% had between 4 to 5 years. 34% ECCE had experience above 5 years. The table also illustrated that 93% respondents were ECCE teachers, while 3% and 4% were senior ECCE teacher and ECCE coordinators respectively.

Table 2: Hypothesis Testing

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.988 ^a	.976	.976	.175

The table shows the multiple linear regression model summary and overall fit statistics. It can be seen that the adjusted R² of our model is .976 with the R² = .976. This means that the linear regression explains 97.6% of the variance in the data.

Table 3: Multiple Regression

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	1159.617	6	193.270	6319.525	.000 ^b
	Residual	28.228	923	.031		
	Total	1187.845	929			

a. Dependent Variable: Positive Environment

b. Predictors: (Constant), Open Communication, Participation, Collegiality, Recognition, Autonomy, Developmental Focus

Table 4: Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		
	B	Std. Error	Beta			Lower Bound	Upper Bound	
1	(Constant)	.215	.022		9.839	.000	.173	.258
	Developmental Focus	.469	.033	.480	14.118	.000	.404	.534
	Recognition	-.123	.034	-.129	-3.603	.000	-.190	-.056
	Autonomy	.142	.033	.147	4.332	.000	.078	.206
	Collegiality	-.061	.019	-.060	-3.295	.001	-.098	-.025
	Participation	.448	.028	.469	16.207	.000	.394	.502
	Open Communication	.076	.019	.087	4.060	.000	.039	.113

a. Dependent Variable: Positive Environment

A multiple linear regression was calculated to predict the relation and dependency of positive environment on other independent variables. A significant regression equation was found (F(6, 923) = 6319.525, p < .000), with an R² of .976. Participants’ predicted leadership to 0.215+

0.469 (Developmental Focus) -0.123 (Recognition) + 0.142 (Autonomy)-0.061(Collegiality)+ 0.448 (Participation)+ 0.076. All the predictors have significantly contributed to maintain positive environment in ECCE schools.

The next output table is the F-test. The linear regression's F-test has the null hypothesis that the model explains zero variance in the dependent variable (in other words $R^2 = 0$). The F-test is highly significant; thus we can assume that the model explains a statistically significant correlation between School Positive Environment and other dimensions of teacher leaders.

DISCUSSION

The purpose of this study was to determine whether the ECCE teachers have the satisfactory level of teacher leader leadership and the positive environment is supporting the leadership dimensions to be functioned with high frequency. The study also explored the correlation among schoolteacher leadership dimensions proposed by Katzenmeyer and Moller (2009). The need of this study was considered by the interest of researchers, sorted out in the literature review on teacher leadership as it is a core area requires updated school improvement strategies.

Level of Teacher Leadership Dimensions

Analysis of the data suggests many teachers revealed a stronger presence of Developmental Focus (Mean 3.74), Positive Environment (Mean 3.79), and Participation (Mean 3.78). However, data also suggest that responses vary from context to context as high level of standard deviation was found almost in each item of all teacher leadership dimensions. The overall result of dimensions also reveals that ECCE teachers collectively perceive Collegiality (Mean 3.53) and Open Communication (Mean 3.52) on the lowest level in their schools.

When teachers work with collaboration in less formal or informal settings, the uniqueness and individual difference with divorced experiences and ideas create an exclusive panel. In addition, the survey rating suggests that teachers believe the proposed dimensions of teacher leadership have not reached its perceived desirable potential within the schools surveyed. Every dimension should be present to maximum frequency for assuring high level teacher leadership roles in schools. Each dimension in TLSS was not rated to a high frequency therefore, the findings of each dimension are presented separately.

The data suggests that ECCE teachers perceive the existence of Developmental Focus in their school to an average frequency, which is not a surprising result as Berry, Byrd, and Wieder (2013) call such teacher leaders in

this last wave as teacherpreneurs. These are teachers who take this leadership role even without leadership support. ECCE teacher leaders revealed through the survey rating that school administration and teachers try hard to help new teachers be successful (Mean= 4.00) and to a satisfactory level. They also believe that they have sufficient freedom to make choice, but the level of variance shows great differences in individual responses. Moreover, the teachers expect the freedom of celebrating short successes in schools.

While rating the level of autonomy at ECCE setting with high frequency, the ECCE teachers revealed that they can make judgments about what is best for their students (Mean= 4.00., SD=1.204), but there is still great variation in individual perceptions of teachers. They also believe that a majority of the teachers cannot perform their leadership role at their schools. The data suggests the there is an average level of collegiality among the ECCE teachers while unlike importance of collaboration highlighted by Slater (2008) that effective collaboration is essential for developing leadership capacity within schools.

School Environment and Leadership Dimensions

This study also aims to investigate the relation of all the variables of this research with school environment. It was hypothesized that school environment is dependent on collaboration, collegiality, recognition developmental focus, autonomy, open communication.

The multiple linear regression was computed to test the hypotheses and the data revealed that each of the dimensions contributes to maintain positive environment for teacher leadership at ECCE School with different frequencies.

The ANOVA table reveals the R2 is significant testing the model summary. The F-test is highly significant, and the p value= 0.000 meets the significant value. Thus, we can assume that the model explains a statistically significant correlation between school positive environment and other dimensions of teacher leaders. Teacher leadership is a sleeping giant and the ECCE needs to practice its role in this dimension in ECCE setting and to meet the global challenges. The true shared and collective leadership needs to be built by specifying the areas in implementation, which lead to teacher leadership.

FINDINGS

The findings revealed the practice of teachers' leadership in ECCE settings, which lies somewhere between sometimes and often as far as frequency is concerned. The findings can be promising, as it describes the freedom with average frequency where the teachers' ideas are respected and welcomed to

some extent. However, it seems to go in opposition to the hierarchical and bureaucratic structure of present government schools and most of private schools of Pakistan, which can never achieve the set standards of modern approach in curriculum.

The result of inferential statistics shows that gender, teaching experience and qualification as a variable indicate that there is no significant influence of these variables on ECCE teacher's perception with regards to teacher leadership practice and school positive environment. As predicative variables, these factors cannot be much influencing in teacher leadership implications in school. Therefore, the researcher should not rely a lot on these criteria in order to select teachers for leadership roles. On the other hand, the teacher is consistently motivated to take leadership roles by defining the role of leadership to them and teacher leadership training should be organized for widening the vision of teachers. The data also revealed that there is significant and strong correlation and interdependence among all the predictors.

Generally, this result and finding of the study shift the focus towards the fact that even though there may be some determination and contextual pressure for teacher leadership, there is still a long way to go to develop a culture where the power may be systematically distributed among all the members.

CONCLUSION

The findings of this study can be implemented for generalizing the concept of teacher leadership in Pakistani perspective. More specifically, findings of this study are a source for policy makers to know the real status of teacher leadership at Pakistani schools. These findings of ECCE teachers' perceptions also inform the school administrators about differing beliefs and roles of teachers. Additionally, the findings give an insight to policy makers to consider the factors which can be influential or not while practicing the teacher leadership at ECCE settings. To sum up, these findings can be taken as a core school development area and can be expanded into the vision and approach set for the school's system.

The findings drawn from the data may be beneficial for ECCE teachers as the modern trend of teaching, namely co-teaching and team teaching with a collaborative nature, which is dominant in modern education system. The study can further lead to the need of shared leadership and its importance in ECCE development.

REFERENCES

- Atmowardoyo, H. (2018). Research methods in TEFL studies: Descriptive research, case study, error analysis, and R & D. *Journal of Language Teaching and Research*, 9, 197-204.
- Badaracco, J. L. (2001). We don't need another hero. *Harvard Business Review*, 79(8), 120–126.
- Berry, B., Byrd, A., & Wieder, A. (2013). *Teacherpreneurs: Innovative Teachers Who Lead, Don't Leave*. MIDDLEWEB. <https://www.middleweb.com/10664/teacherpreneurs-leading-leaving/>
- Creswell, J. (1994). *Research design: qualitative and quantitative approaches*. Thousand Oaks, California: Sage Publications.
- Curtis, R. (2013). *Findings a new way: Leveraging teacher leadership to meet unprecedented demands*. Washington, DC: Aspen Institute.
- Gronn, P. (2000). Distributed leadership as a unit of analysis. *The Leadership Quarterly*, 13, 423–451.
- Hairon, S., & Goh, J.W.P. (2015). Pursuing the elusive construct of distributed leadership: Is the search over? *Educational Management Administration and Leadership*, 43(5), 693-718.
- Harris, A. (Ed.). (2009). Distributed Leadership: What We Know. In *Distributed Leadership* (pp. 11-21). DOI:10.1007/978-1-4020-9737-9_2
- Harris, A., Adams, D., Jones, M. S., & Muniandy, V. (2015). System effectiveness and improvement: The importance of theory and context. *School Effectiveness and School Improvement*, 26(1), 1–3.
- Harris, A., Jones, M., Huffman, J.B. (2018). *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. 1st Edition. Routledge.
- Hognestad, K., & Boe, M. (2015). Leading site-based knowledge development: A mission impossible? Insights from a study from Norway. In M. Waniganayake, J. Rodd, & L. Gibbs, (Eds.), *Thinking and learning about leadership. Early childhood research from Australia, Finland and Norway* (pp. 210-228). Sydney: Community Child Care Co-operative (NSW).
- Katzenmeyer, M. H., & Moller, G. V. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders*. California: Corwin Press.

- Leading Educators. (2015). Teacher leader competency framework. Retrieved from http://www.saiowa.org/Schreifer_TLcompetencyframework2015.pdf%5Cnhttp://www.leadingeducators.org/publications
- Levin, B.B. & Schrum, L.R. (2016). *Every Teacher a Leader: Developing the Needed Dispositions, Knowledge, and Skills for Teacher Leadership (Corwin Teaching Essentials) 1st Edition*. Corwin.
- Lieberman, A., Campbell, C., & Yashkina, A. (2017). *Teacher learning and leadership: Of, by and for teachers*. London, UK: Routledge/Taylor & Francis.
- Manske, F. A. (1990). *Secrets of effective leadership: A practical guide to success (2nd ed.)*. Columbia: Leadership Education and Development Inc.
- McCrea, N. L. (2015). *Leading and managing early childhood settings: Inspiring people, places and practices*. Port Melbourne: Cambridge University Press.
- Morgan, G. (1997). Historical views of leadership. In S. L. Kagan & B. T. Bowman (Eds.), *Leadership in early care and education (pp. 9-14)*. Washington, D.C.: National Association for the Education of Young Children.
- Muijs, D. & Harris, A. (2003). Teacher leadership—Improvement through empowerment. An overview of the literature. *Educational Management Administration & Leadership*, 31(4), 437-448.
- Mulford, B. (2015). *School Leaders: Changing roles and impact on teacher and school effectiveness*. A Paper Commissioned by the Education and Training Policy Division, OECD, for the Activity: “Attracting, Developing and Retaining Effective Teachers”. Paris.
- Quaglia, R. J., & Lande, L. L. (2016). *Teacher voice: Amplifying success*. Thousand Oaks, California: Corwin. <https://goo.gl/uFEUX5>
- Rackley, R.A. (2006). *A longitudinal investigation of change in teacher efficacy and perceptions of leadership following participation in a technology integration program*. (PhD thesis), Texas A&M University, USA.
- Silva, D., Gimbert, B., & Nolan, J. (2000). Sliding the doors: Locking and unlocking possibilities for teacher leadership. *The Teachers College Record*, 102(4), 779–804.

- Spillane, J.P., Halverson, R., & Diamond, J. B. (2004). Towards a theory of leadership practice: Distributed perspective. *Curriculum Studies*, 36(1), 3–34.
- Silins, H., Mulford, B., & Kivunja, C. (2015). Schools as learning organizations: the case for system, teacher and student learning. *Educational Administration*, 40, 425-446. <http://dx.doi.org/10.1108/09578230210440285>
- Scott, G. & Kivunja, C. (2015). *Change matters: Making a difference in education and training*. St. Leonards: Allen Unwin.
- Truskie, S. D. (2002). *Leadership in high performance organizational cultures*. London: Quorum Books.
- Uhl-Bien, M. (2006). Relational leadership theory: exploring the social processes of leadership and organizing. *Leadership Quarterly*, 17, 654–676.
- Woods, P.A., Bennett, N., & Harvey, J.A. (2014) Variabilities and dualities in distributed leadership: Findings from a systematic literature review. *Educational Management Administration & Leadership*, 32(4), 439–457.
- York-Barr, J. & Duke, K. (2017). What do we know about teacher leadership? Findings from two decades of scholarship. *Review of Educational Research*, 4(3), 255-316.

COMMUNICATION – A TOOL FOR DEVELOPMENT: A CASE STUDY OF OUT OF SCHOOL CHILDREN OF REHMAN COLONY KARACHI-SINDH

Tahira Parveen, Dr. Aazadi Fateh Muhammad, and Dr. Abida Parveen

ABSTRACT

Education is necessary for development because it increases economic growth and prosperity of a country and its people. In this era of communication and technology, the school going age children of our country are still out of schools and our government has failed in even providing primary education to them. The condition of children who belong to the lower class of society and those living in marginalized segments of our society is worst of all. The present study attempts to highlight the role of interpersonal communication in altering the attitude and behaviour of the marginalized segment of people living in our society and to promote social development with the help of development support communication. This study utilizes phenomenological research methodology to get an in-depth understanding of the situation and to solve the research questions of the study. The relationship between interpersonal communication and development support communication is examined in this study. In its support a case study of Rehman Colony is taken as an example where primary education to non-school going children was promoted with the help of development support communication using interpersonal communication. The study reveals that in the absence of traditional media, interpersonal communication is the best possible solution, which is effective, cheap and non-dependent of any technology. The research suggests that at community level people can work mutually for the betterment of society and with a little mutual effort socio-economic conditions of

*marginalized people living in our society can be improved
and social discrimination can be terminated.*

Keywords: *Communication, Out of School Children, Development Communication, Development Support Communication, Interpersonal Communication.*

INTRODUCTION

Education is one of the fundamental factors of development. Education raises people's efficiency and creativity. It plays a vital role in securing economic and social development. It reduces poverty and boosts economic growth. In the long run it can promote gender equality, reduce discrimination, and promote social justice and peace in society. It is one of the most significant investments a nation can make in its people and to its future.

National Research Council of Pakistan has also stressed on education as one of the key factors in the development of a human being. Education is the main driving force for the development of an individual, its society and a country as a whole. To get education one must have to pass through different stages of schooling in life. Education helps children in their physical, social and mental development (National Research Council, 2015).

In our country the importance of education sector was first felt in 1959 when a Commission on National Education was formed, which suggested that the educational system in Pakistan should pursue quality as an important objective and recommended children's compulsory education. The Article 37-B of the Constitution of Pakistan was created in 1973 which clearly states that the State shall provide free and compulsory secondary education to eliminate illiteracy within minimum possible time. Similarly in 1973 Article 38-D of the Pakistani Constitution, was also created which states "The State shall provide basic necessities of life, such as food, clothing, housing, education and medical relief, for all citizens, irrespective of sex, caste, creed or race, as are permanently or temporarily unable to earn their livelihood on account of infirmity, sickness or unemployment." On 19th April 2010, Article 25-A of the Pakistani Constitution was created, stating that "The State shall provide free and compulsory education to all children of the age of five to sixteen years in such a manner as may be determined by law" (The Constitution of Pakistan, 2010). The promise by the state to provide education to children of Pakistan is not limited to constitutional provisions

only in fact there are several conventions and accords that also bind the state. The Universal Declaration of Human Rights by the United Nations in 1948, the Millennium Development Goals till 2015 and Sustainable Development Goals to be achieved by 2030 are some of them. However, Sindh has failed to achieve targets for universal education by 2015 as over 6.4 million children are still out of school. Moreover, access to educational facilities is still a major problem for the poor and less privileged segment of the population. Children are said to be the future of a country, but the state of Pakistani children is not very good especially their educational requirements are not fulfilled due to lack of resources and allocation of very little amount for education in fiscal budget. Ministry of Federal Education and Professional Training discloses in Pakistan Education Statistics 2015-16, Islamabad, published by the Government of Pakistan in 2017 that at the provincial level in Sindh, out of 12.7 million children, almost 6.0 million approximately 47% are enrolled in schools from primary to higher secondary while as many as 6.7 million approximately 53% are out of school (Pakistan Education Statistics 2015-16, 2017). A news report by The News International dated 28th October, 2019 confirms the worse status of education in Sindh by quoting the statement by the Sindh Chief Minister Syed Murad Ali Shah admitting that one of the major educational challenges in Sindh is the high number of out-of-school children estimated at 6.4 million which amounts to 40 percent of the province (40 per Cent of Children in Sindh out of School, Admits CM, 2019).

Education provides grounds for development by raising creativity and productivity in the society. Increased creativity and productivity help in acquiring economic and social development by improving income distribution in society. Development is the growth and the progress that a society comes across by using education and by gaining knowledge of new production methods and technological advancement (Khan, 2015, p. 20). The purpose of development is to raise the standard of living and quality of life of the population and the creation of local income and employment opportunities, without damaging the resources of the environment. Social development is the improvement in the fields of education, health, agriculture, manufacturing industry, and communication on national level (Khan, 2015, p. 31).

In solving development issues all over the world, communication is used as a vital tool. Communication is sharing of information and the most important type of communication is personal communication, which happens when

people make their thoughts and wishes known to each other. Communication can be verbal, non-verbal, written and visual. Communication can be classified into different types. The types of communication ranges from intrapersonal to interpersonal, machine assisted interpersonal communication, group communication and mass communication. Mass communication is the communication which happens when messages are sent to a large audience with the help of some media. Books, magazines, newspaper, billboards, radio, television, film, social networking and the Internet are important types of mediums used in mass communication (Dominick, 2010, pp. 9-15).

It is important to note that for this study the researcher has presumed the assumption that communication is one of the vital elements towards the process of development. At the outset it is to be cleared that any media cannot take over the task of decision making on behalf of any community or society. Media can just play a role in the decision-making process. A borderline is to be recognized by every developing society as to where the media can work effectively by itself and from where society can accomplish their goals from development support communication. Here communication refers to sharing of information to speed up development whereas development refers to socio-economic change for improvement and betterment of society.

The project was named by the researcher as “Street Children School Project” due to the fact that the children of this particular community were seen living and roaming on the streets of Rehman Colony all day; out of their homes like street children. These children resembled street children but actually these children belong to the group of “out of school children” of our society. It is also important to note that these children do not fall under the UNICEF’s definition of street children which describes street children as boys and girls, aged under 16 years, who live on streets as their home and also get their source of living from streets. Rehman colony is situated in Manzoor colony in the city of Karachi.

Karachi, during colonial period was originally a small fisherman village. Baloch tribes from Baluchistan and Makran were settled here. These tribes named their first settlement near delta of Indus River as ‘Kolachi’ Village. In 1947 after the partition of the subcontinent Karachi was chosen as the Capital of Pakistan. In 1960, the capital of Pakistan was first shifted to Rawalpindi and then to Islamabad. Now Karachi is the capital of Sindh and Sindh is

among the four provinces of Pakistan. It is the largest city of Pakistan and according to censuses of 2017 it has a population of 14.9 million. It is one of the world's fastest growing and among the largest metropolitan cities of the world. Karachi is located near Arabian Sea and it has two seaports, the Port of Karachi and Port Bin Qasim. Karachi serves as a transport hub for the country. It is Pakistan's premier industrial and economic center. People from all over Pakistan come to Karachi seeking jobs. It is country's most linguistically, ethnically, and religiously diverse city. For the administrative purposes Karachi is divided into six districts namely 1) Karachi East, 2) Karachi West, 3) Karachi Central, 4) Karachi South, 5) Malir and 6) Korangi. These six districts are sub-divided into 18 towns and each town is further sub-divided into union councils. There are 178 union councils in Karachi. Beside this, six cantonments also exist in Karachi which are administered by military. Karachi East is among the six districts of Karachi which is bifurcated into 2 towns: Jamshed Town and Gulshan Town. Jamshed Town is divided into 13 Union Councils and Union Council number 2-Manzoor Colony is one of them. Manzoor colony is sub-divided into nine sectors and all the sectors are further sub divided into small colonies. Rehman colony is one of them.

Research Problem

Education is essential for every child because it helps them learn how to think critically. It improves their creativity and it helps children to find the path to a career which they wish to follow as an adult in future. In Sindh, 40 percent of children of school going age are out of school which means that they do not have any career or future. The study tends to know the reasons behind in order to find a solution to it.

Objectives of the Study

The objective of the study is to highlight the role of interpersonal communication in changing attitude of people living in society and to promote development with the help of development support communication.

Research Questions

- 1) Can interpersonal communication promote development?
- 2) Can interpersonal communication be used in the absence of traditional media?

- 3) Can communication help in terminating social discrimination in the society?
- 4) Can communication change the attitude of society?

Literature Review

The Universal Declaration of Human Rights, adopted by the United Nations in 1948 defines education as a “human right”, which should be compulsory and free of charge, for all children. The same has been endorsed in numerous international accords and adopted by the World Conference on Education for All, 5-9 March, 1990 Thailand and World Education Forum Dakar, Senegal, 26-28 April 2000 (Outcomes on Education, 2000).

Role of education in social development can be judged by a quotation extracted from a document published by UNICEF in 1999 by Hall & Midgley. “Education is the single most vital element in combating poverty, empowering women, promoting human rights and democracy, protecting the environment and controlling population growth” (Hall & Midgley, 2004, p. 153).

Development is not only to bring enhancements in social well-being of people living in a society but it is also the capacity of the system to provide conditions for the continued well-being of people living in a society and a society as a whole. Initially after stressing on economics the concept of development is now shifting towards more humanitarian grounds. Now development is said to be a change in different patterns of society meant for better realization of human values and allowing society to have better control over its environment. It also enables individuals to gain more control over themselves (Abida, et al., 2015).

The practice of Development Support Communication (DSC) and Development Communication (DC) are used in development programs. Nora Cruz Quebral is the pioneer in the discipline of development communication. She described development communication as the art and science of human communication which is applied to the speedy transformation of a country and its people from poverty to a prosperous state (Chang & Soomro, 2009). Development communication campaigns are not directed towards a specific development goal and are limited to mass media. It refers to technology-based communication network, which regardless of message and content, tends to create a climate suited for development. The messages are designed

to transform the behavior of people or for improving their quality of life.

The term Development Support Communication (DSC) is attributed to Erskine Childers. He described it as a specifically designed communication strategy which supports a particular development program (Narula, 1999, pp. 41-42). It represents a small universe and it is applied generally to a community development at Micro Level. DSC campaigns are message oriented and can be terminated after achieving goals. Nowadays, the concept of participatory approach has been used to empower people by using their own intellectual and cultures to bring change and development in several sectors of people's lives, for instance politics, health and education.

Melkote and Steeves are of the opinion that development communication occurs everywhere, in virtually any community on the planet. It is the use of communication to enable social development. It is important at this point to clarify the meaning of development communication for the term has a wide variety of connotations. Development communication doesn't restrict itself merely to the development of rural areas, nor is it concerned with agricultural development alone. It is oriented towards development whether or not it is in rural or urban areas, or in areas such as agriculture, family planning, education or nutrition (Melkote & Steeves, 2001).

If governments of developing nations are unable to provide education to children of their nation some responsibility also falls on the shoulders of society. Society can help in providing education to non-school going children. According to Servaes and Malikhao participatory communication has been used to support development by gaining community's pride of its own resources and culture, educating and stimulating people to be active as change agents (Servaes, & Malikhao, 2005).

According to Daramola the interpersonal communication dominates our activities at home, school, market and almost everywhere. It is a powerful level of communication because it is contextualized in such a way that it allows people to know and understand each other. Without interpersonal communication, development-oriented information, instructions and messages cannot be shared between members of the community and development communicators. Every tool and strategy being used by development communicators and planners has a certain level of interpersonal involvement in it. Interpersonal communication is needed in researching,

planning, executing and evaluating development messages, strategies and campaigns in any society. Similarly, group communication occurs when a small number of people meet to solve a problem. For easy interaction between members of the group and effective communication the group must be small so every member can have a chance to interact and communicate with all of the other members. Formation of groups is very important in solving social issues since the collective efforts of a number of people results in greater output than the single effort of the same number of people. Members of such groups engage in group communication by exchanging ideas, thoughts, information and messages. Examples of such groups in the society include the family, church groups, social clubs, work group, committee, study group, etc. In group communication, the source is a collection of individuals and the receiver is also a collection of individuals (Daramola, 2012).

RESEARCH METHODOLOGY

Phenomenology was used as research methodology in the study. It is a qualitative research approach that emphasizes on the commonality of a lived experience within a specific group. The ultimate goal of the approach is to arrive at an explanation of the nature of the certain phenomenon (Creswell, 2013, pp.77-83). In social science, researches phenomenology is used to extract the pure data. Bracketing is used by the researcher to document personal experiences with the subject and to help remove researcher from the process. Memoing is one of the commonly used methods of bracketing in phenomenology studies (Maxwell, 2013, pp. 135-136).

A small phenomenological qualitative study was designed consisting of interviews with the locals which was conducted to know the issues and the problems of not sending school going age children to school. Twenty families from Hindu community of the locality having more than two children of school going age, who were not going to schools, were selected as subject for the study. Interviews were arranged for collecting data and our interpersonal messages for sending their children to schools were delivered. The study attempted to answer two main questions 1) what is the reason behind not sending your children to school? 2) What context or what situation have an influence on your decision for not sending your children to school? The collected data was organized for like phrases and themes that are then grouped to form clusters of meaning. Through this process the researcher

constructed the universal meaning of the situation and arrived at a more thoughtful understanding of the phenomenon.

A development support communication strategy was also developed to use interpersonal communication to inform about the benefits of children's education and motivate people residing at Rehman Colony to send their children to public sector schools. Messages usually sent by interpersonal communication are personalized and its feedback is immediate. Also, the main advantage of this type of communication and especially in this case is that it can take place in casual and comfortable settings. As the subject of the study was a small Hindu community so use of mass media and its channels was useless, costly and time consuming. It was rather a bit easier to go directly in groups to a family and get their confidence by spending time with them and discussing their problems and giving solutions by offering help.

Case Study of Street Children School Project

As social development projects require work force and resources to achieve its objectives; the researcher motivated students of media studies department of Greenwich University to come forward voluntarily and work for the betterment of their society. 14 students were selected as volunteers who were ready to give their time and were willing to work for the project. Security due to presence of female volunteer students, free transport facility whenever required for the project, and space for training of the children were provided free of cost by Greenwich University. The project was named "Street Children Education Project".

A short film produced by the students of Mass Communication and Media Studies department Greenwich University, depicted the heart-breaking story of young children living in Rehman Colony. The short film story revealed that young children in their school going age were roaming and playing in the streets and were fighting with each other on petty issues while playing and were engaged in verbal abuse.

An investigation on the issue was launched and a team of media students with video and audio recorders were sent to the location to get the real picture of the locality and issues. Afterwards a study was conducted in Rehman Colony. It is about a 40 to 50 years old locality consisting of different ethnic and

religious groups. The people are mostly uneducated and unskilled belonging to lower class of the society. Majority of the people are Muslims, but a large number of Christians and Hindus also live there. Majority of people living there are either jobless or work on daily wages as labourers earning a very minimal amount of money as daily income. The overall standard of living of the locality is not good and even basic necessities of life were totally absent. The locality seems to be a classic example of underprivileged and dejected class of our society. Drug addicts can be seen sitting at the corners of the streets and a large number of youngsters were sitting in small groups smoking and wasting time. Children of the school going age were seen as wandering on the streets playing different games in dirt. When locals were interviewed a large number of demoralized residents complained about the acute water shortage, prolonged load-shedding, overflowing gutters, and lack of proper educational institutions, insufficient healthcare facilities and dilapidated roads as some of the major problems of the colony. Minorities living in the area were facing the worst civic problems and financial crises. They were living socially isolated being victims of social discrimination and injustice and were scared and worried regarding the future of their children. Sectarian violence and target killings were one of the main reasons due to which minorities were living isolated from the society. When locals were questioned that why their children were not going to schools, not even government-run schools which are totally run by government on free of cost basis and even books are also provided free of cost? Most of them replied that it was also very painful for them because instead of going to schools their children passed their whole day roaming and playing in the streets near their homes. Parents were of the opinion that due to extreme poverty they are unable to send their children to even government run schools where free education is provided as they cannot even afford the cost of school uniforms and stationery to be used. Above all, the unbearable cost of pick and drop from home to school and vice versa was a major factor for not admitting children to schools. Minorities were also reluctant of sending their children to schools due to sectarian violence and due to their conception, that at schools their children will not be treated equally leading their children to further inferiority complex.

The researcher selected Hindu community of Rehman Colony to run a study on self-reliance basis with an objective to get the children of school going age admitted in government run schools. This would at least provide primary education to the children of unprivileged class of our society and they

will go to school for learning rather than waste their time by roaming around on streets and become drug consumers. Similarly once some children are admitted to school others will definitely follow and a never ending process of learning and going to school will begin which will ultimately with passage of time drive out people living below poverty line to a far better position. The most crucial task was setting of specific development objectives which were made on the basis of direct input from those who will be directly involved. After the initial study objectives were identified which were to send children at the age of school going to public sector schools and all the expenses of sending them to school to be covered on self-reliance basis generating income from donations and organizing events. Target group of the campaign was identified and base line knowledge about them was collected. Hindu community was living in complete isolation and were living collectively in specific location of Rehman Colony. It was easy to locate the whole community at one place saving time and resources. The problem of not sending children to schools was analyzed and was mainly due to ignorance, misconception, law and order situation, sectarian violence and insufficient resources. Action plan was formulated to use interpersonal communication in the campaign as a mode of communication and volunteers were trained by researcher in content. Plan was to first identify children of school going age within the Hindu community and visit each family twice in a week to meet parents and elders of the family to discuss the importance of children's education. Concerns of each family were noted and discussed with the researcher. In the next meeting their concerns were cleared and families were motivated to send their children to school. As a part of the campaign finally the researcher also met families for their satisfaction and encouragement. The campaign with the help of interpersonal communication was carried out twice a week for 8 weeks and 20 children from 11 families were targeted. After hard work of interpersonal communication with the children, their parents and elders of the community, 12 children from both genders were ready to go to school and their families along with the elders of the community gave permission to admit them to public sector schools situated near the locality in order to save transport costs.

Before admitting to school necessary documents for admission, school uniforms, school bags, stationery, school accessories and non-formal training was provided, and the cost was borne by the University.

At the end of the campaign, 12 children with the consent of their families

were ready for taking admission in public sector schools. Boys were admitted in Government Boys Primary School JT-3 and girls were admitted in Government Girls Primary School GT-1. Both schools are situated in nearby locality called as Azam Basti. Overall success rate of the campaign was 60%.

DISCUSSION

Theoretical and empirical evidence across countries linking education and economic development is quite strong. A well-functioning system of inclusive and relevant quality education remains one of the major challenges being faced by Pakistan even after seven decades. The uneven and faltering economic development is a result of low priority accorded to education, training and skill development. Education not only expands economic opportunities but also helps build a socially cohesive and responsible society embedded with democratic values. A well-educated society also exhibits more tolerance and respect for other nations, societies, groups and even individuals.

The results of the study revealed that in our country, issues like domestic violence, unemployment, natural disasters, swelling family size, abuse in schools, neglect and family break-down, unplanned rapid urbanization, and lack of education are the major factors behind the increase in the number of non-school going children. Another major factor is poverty which hits children badly and causes lifelong damage to their minds and bodies. Millions of children in the school going age group are out of schools due to poverty or lack of resources. When grown up un-educated, children earn their livelihood by begging at traffic signals and scavenge around rubbish dumps or industrial waste sites or take on menial jobs, working 12-15 hours a day to earn money which is hardly enough to buy them two meals for the day. These children are more often subjected to verbal and sexual abuse, neglect, exploitation at workplace and even at their homes. These inhumane treatments drive children to drugs and into the hands of criminal gangs who promise protection, food and a better life. Due to lack of economic resources, these children start stealing small items which cause depression, insecurity and psychological problems leading to intoxication.

The project turned out to be successful due to the use of interpersonal communication despite mass media being out of reach for those people. Print media couldn't have been used either due to low literacy rate and similarly electronic media could not be used due to its high initial cost and involvement

of technologies which were not available in this community.

In this study one more benefit of using interpersonal communication as mode of communication was its immediate feedback which helped researcher in providing instant answers to the questions raised and in solving issues at the same time saving time and efforts. Interpersonal communication was more fruitful while communicating with the elders of the community or heads of families because depending on feedback received proper reply to the issues were provided by the researcher at the same moment which convinced the target audience easily.

As the results of the study revealed that the reason for not sending children to schools was not only the scarce resources but sectarian violence against minorities, social discrimination due to race, cast, class and creed were also some important factors behind it. This is one of the reasons for which the researcher selected out of school children from the Hindu community which is the most marginalized group of our society. The initiative helped in building confidence of Hindu community along with other marginalized communities.

CONCLUSION

The study concludes that interpersonal communication can be effectively used in changing attitude of people which can help in achieving development through development support communication. Without getting any help from traditional media the development messages were successfully communicated to uneducated and marginalized segment of society by using interpersonal communication.

Taking the results of the study as a model of social development, a lecturer by profession, her full-time students and a private sector University by using interpersonal communication on self-reliance basis sent 12 out of school children to school for learning. If other people of the society also come forward and try to send a child to school the whole out of school children population will be admitted schooling in the next few years.

A little help by society can do a great job for the marginalized segment of community living within the society. Every society can develop its least developed areas and marginalized people by providing their basic needs on self-reliance basis especially when state is unable to provide such facilities

to its whole population due to various economic, social and political reasons. Our society has to take part in developmental processes actively and should terminate social discrimination with the help of communication.

As the components of the model are tested locally therefore its applicability is intended to range across a variety of development themes within health and women issues as well as poverty elimination projects which involve information sharing and interpersonal communication for development.

RECOMMENDATIONS

Due to scarce resources, government must search for greater cost-effectiveness in all its operations so more amount can be allocated for education in at least next fiscal budget.

To acquire active support and greater contribution from public, the government must formulate a policy to involve people in their development programs.

To end social injustice and discrimination from our society we have to work on humanitarian grounds.

It is important to give a sense of protection and safety to the minority communities of our society by encouraging them to actively participate in development programs which can also eliminate their social problems.

REFERENCES

- Chang, R. & Soomro, M. (2009). The press and development issues in Pakistan. *New Horizons*, 3(2), 41–42.
- Creswell, J.W. (2013). *Qualitative Inquiry & Research Design: Choosing Among the Five Approaches*. (pp. 77-83). Thousand Oaks, CA: SAGE Publications Inc.
- Daramola, I. (2012). *Introduction to Mass Communication*. Lagos: Rothan Press Limited.
- Dominick, R. (2010). *The Dynamics of Mass Communication: Media in the Digital Age*. (8th Edition pp. 9-15). New York: The McGraw-Hill Companies, Inc.
- Hall, A. & Midgley, J. (2004). Social policy for development. (p.153) London: SAGE.
- Khan, A. J. (2015). *Development Communication*. Royal Book Company.
- Maxwell, J.A. (2013). *Qualitative Research Design: An Interactive Approach*. (pp. 135-136). Thousand Oaks, CA: SAGE Publications Inc.
- Narula, U. (1999). Development Communication Theory and Practice. (pp.41-42). New Delhi: Har-Anand Publications Private Limited.
- National Research Council. (2015). *Transforming the workforce for children birth through age 8: A unifying foundation*. National Academies Press.
- Pakistan Education Statistics 2015-16*. (2017). <http://Library.Aepam.Edu.Pk/>. <http://library.aepam.edu.pk/Books/Pakistan%20Education%20Statistics%202015-16.pdf>
- Abida et al. (2015). Communication and technology: A tool for better living. *Journal of Mass Communication*, 13, 188.
- Servaes, J. & Malikhao, P. (2005). Participatory Communication: The New Paradigm? In *Hemer, O., Tufte, T., & Eriksen, T. H. (Eds). Media and global change: rethinking communication for development*. (pp.91-104). Göteborg: Nordicom.
- Melkote, S. & Steeves, H. (2001). *Communication for Development in*

the Third World: Theory and Practice for Empowerment. SAGE Publications India Private Limited.

The Constitution of Pakistan. (2010). <http://www.pakistani.org/pakistan/constitution/>

Outcomes on Education. (2000). United Nations. <https://www.un.org/en/development/devagenda/education.shtml>

40 per cent of children in Sindh out of school, admits CM. (2019). *The News International.* <https://thenews.com.pk/print/547598-40-per-cent-of-children-in-sindh-out-of-school-admits-cm>

IMPLICATIONS OF CULTURAL DIVERSITY: A PROPOSED MODEL OF SOCIAL-POLYPHONY FOR CPEC

Dr. Rubina Masum, Noor Mohammad, and Dr. Kausar Perveen

ABSTRACT

The review paper assesses the enormous promises and challenges faced by China-Pakistan Economic Corridor [CPEC] since its inception. CPEC not only serves as an economic game-changer but also questions the current social dynamics; hence the paper critically assesses the implications of the mega project from a cultural standpoint. Firstly, the study highlights the diverse nature of the economic ideologies practiced in China and Pakistan and their infiltration in the social fabric thereby creating a distinct mind-set. Secondly, the study examines the perceived challenges between the two countries that encompass cultural differences, language barriers and gaps in technological advancement. Thirdly, a multi-pronged approach is adopted to hoist a model of cultural framework to revisit the current issues and envisage a positive outcome of the economic venture. Lastly, the intervention of the think tanks for mitigating is discussed to address the potential conflict among people of the two countries arising due to closer contact on daily basis than previously envisioned.

Keywords: *Economic Ideologies, Culture, Language, Technology.*

INTRODUCTION

China Pakistan Economic Corridor (CPEC) is harbinger of prosperity against the prevalent bleak economic situation in Pakistan. The CPEC is linked to Silk Road- Economic Belt (Wang, 2015), Chinese launched by the Chinese President Xi Jinping. The Memorandum of Understanding (MoU) was signed between China and Pakistan in July 2013 followed by the official visit of the Chinese President Xi Jinping to Islamabad in 2015 (Xu, 2015). The net worth of CPEC almost \$46 billion which is being spent on the infrastructural and energy development sectors. Esteban (2016, p. 2) asserts that “up to 36 per cent of CPEC funding will be devoted to infrastructure,

transport and communication”; [CPEC covers] “2700 km long road, rail and gas and oil pipeline between China and Pakistan” (Ali, 2017, p.1). The overall project is estimated to be completed by 2030. Furthermore, the New Year, 2021, also endorses 70 years of bilateral friendly relations between China and Pakistan; thereby the bilateral ties have strengthened infrastructural development, generating power and energy project, telecommunication and strategic fields (CPEC Portal, 2021).

Nevertheless, the emerging Geo-political as well as Covid-19 situations in the region are also crucial in the smooth functioning of CPEC. Regardless of the challenges, both China and Pakistan are determined to accomplish the goals affiliated with the project. Chinese state-run media agency Xinhua indicated that “[China is] unlikely to give up on the idea” of CPEC - India’s protest may not also halt the project which covers Pakistan-occupied Kashmir- (Cited in Kashmir Reader, 2016, p.1). However, “China and Pakistan have traditionally valued one another as a strategic hedge against India (Afridi & Bajoria, 2010, p. 1).

Pakistan is combating terrorism since 9/11 for being an ally of America as “more than 67,399 people are killed in terror attacks during past 15 years” (Sabri, 2017, p. 2). Pakistan is also facing pressure from America on one hand and is battling against India’s efforts to sabotage CPEC on the other hand. According to Forbes (2018) Donald Trump’s very first tweet about Pakistan reflects animosity towards Pakistan’s role in the equation:

“The United States has foolishly given Pakistan more than 33 billion dollars in aid over the last 15 years, and they have given us nothing but lies & deceit, thinking of our leaders as fools. They give safe haven to the terrorists we hunt in Afghanistan, with little help. No more!”

Donald Trump’s tweet indicated the changing world order. Pakistan took a firm stance against American policies; later on, several clarifications were exchanged to mitigate the effect of his tweet. However, even in this critical moment China has extended enormous support to Pakistan. Although Pakistan’s stance at both governmental as well as military level has been firm on safeguarding the primary interests of Pakistan, yet in the absence of American aid, Pakistan political as well as economic survival is contingent upon CPEC.

Interestingly, the apogee of CPEC’s success may be measured through several latest developments: CPECinfo (2018) reports that Pakistan and China

signed five Agreements and a MoU in Gwadar on 29th January, 2018; on the same day five airlines, both national and international, have initiated with public transport airline license (as Cited in Xinhua Net, 2018). According to Layton (2020) the digital security apparatus containing biometric facial recognition is also included as a crucial part of the entire project. Likewise, the improvised access to personal data is likely to be used utilized by other sectors of the industry as well. Currently, CEPC encompasses 3,000 projects whereby 60 percent of the projects have already underway. Moreover, the magnitude of CPEC includes 126 countries and 29 international organization that have already signed agreements with CEPC. According to newsfeed of The CPEC Portal (2021) a bill has been passed in the National Assembly for establishing CPEC Authority for the planning and coordinating \$ 62 billion connectivity projects.

Purpose of Inquiry

The cognizance of CPEC among the stakeholders is widely accepted (Khan & Malik, 2013; Shah, 2015; Naseem, 2015). Since then a multitude of research articles have acknowledged CPEC as a key to unlocking the economic prosperity for both the countries (Godement, 2014; Bengali, 2015; Bhattacharjee, 2015; Javaid, & Jahangir, 2015). However, regardless of the expected economic affluence the perceived limitations of social and cultural of CPEC have also generated several concerns among the stakeholders whereas the disparity on social cohesion has been largely ignored. Despite the anticipated success of CPEC, a few controversial issues have increased the sensitivity of the recurring events: For instance, a recent bombing in a local hotel in Quetta 2021aiming to target Chinese ambassador; a Chinese citizen was shot dead and another was injured in Clifton, Karachi in 2018; Killing of two Chinese engineers in 2016 in Baluchistan and the abduction of two Chinese in 2007 in Islamabad. Moreover, The Express Tribune (2018: 1) also addresses social media's "scathing criticism, whereby, China was being accused of using 'prisoners as labor'" by presenting the acting Chinese ambassador, Zhao's clarification: "China punished 1.01 million officials since 2013". Notezai (2015) referring an interview with Andrew Small on the relationship between China and Pakistan told, "The Chinese private sector was already nervous about Pakistan and has always wanted to operate under elaborate protective conditions." Similarly, several researchers have also indicated that despite the economic benefits of CPEC a more rational approach needs to be adopted for curtailing negative sentiments from all quarters (Misra & Clarke, 2013; Shah, 2015).

Reasons

In view of the above concerns, the supporting evidence to endorse the cultural implication has been derived from four major domains. The first claim is linked to the ideological difference between the two countries with regards to their economic stance which leads to a marked difference in the lifestyle of the people of the two countries. Ramay (2016, p. 24) asserts that “Pakistan was [initially] reluctant to accept China due to differences between communist and capitalism blocs”. The second claim addresses the backwash of economic activity on the cultural outlook. According to GOP (2017) CPEC on one hand, aims to promote different traditions and culture of Pakistan in China and Chinese culture in Pakistan (Wolf, 2016). On the other hand, some concerns have been expressed by Zhang and Shi (2016, p. 4) who regard that the ‘micro risks [of CPEC] include ethnic benefits, religious belief, economic demands, language and culture and community benefits.’

The review paper is significant in exploring the factors that may inadvertently question the acceptability of CPEC. In this regard the paper examines the present status of CPEC, and the cultural challenges associated with the project. The purpose is to produce quality research work that will provide information, insight, analysis and policy recommendations for the benefit of stakeholders and for the purposes of knowledge dissemination. The paper will revisit extended literature in the context of culture. Similar ventures have previously been undertaken to explore the extent of ratification between China and Pakistan to address cultural harmony and to examine why these issues need to be addressed over time (Kataria & Naveed, 2014).

Evidence

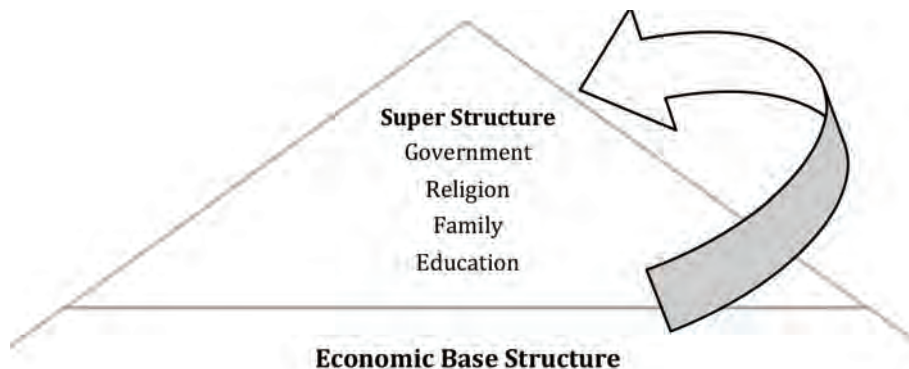
According to Tylor (1871, p. 21) culture is referred to as “that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by a man as a member of society.” Hence, economic systems are instrumental in serving the specific needs of any society.

Firstly, China and Pakistan practice two markedly different ideologies (Kabraji, 2012). On one hand, Pakistani society has thrived on Capitalism since 1947 - although very few have benefitted from it and the concept of polarization is evident in all spheres of life. Capitalism entails an economic system in which private entrepreneurs (bourgeoisies) own the factors of production whereas individuals offer their labor in exchange of wages. Capitalism believes in a free market which is contingent upon the principals of supply and demand; the overall goal is to make profits (Amadeo, 2017). Based

on Karl Marx theory, Encyclopedia (2018, p.1) relates to the “capitalist mode of production”, “[which] enables the bourgeoisie to organize the industrial labor process, where individual workers are driven to seek employment by the needs of their own reproduction”. Marx identified the backlash of such ideologies and assumed a revolution may topple down these inequalities in society because the Proletariat (work-force) does not receive the surplus value of their wages, which is instead pocketed by the bourgeoisie. According to Marx, “the first historic art is production of material life itself” (Cited in *The Sociological Conversance*, 2016, p.1). With the flow of time people have not been able to free themselves from the stranglehold of this ideology. The mechanism of the social institutions like family, education and religion reverberate the ideology of the Bourgeoisie.

Notwithstanding Scott (2011, p.2) demonstrates that “capitalism is a system of governance not only for private goods but also for public or “common” goods”. Moreover, Pakistan’s agriculture sector sums up 24 percent of Gross Domestic Product (Pakistan Bureau of Statistics, 2017); the Feudal lords have a firm control in policy making by keeping the common masses less educated as it serves their purpose well. According to the latest statistics of the Wikipedia (2018) almost 95-98% of Pakistani are Muslims whereby religion plays a significant role, which Althussur (1970) describes as ‘Ideological State Apparatuses’ driven by the economic forces in a Capitalist society. In Pakistan religion is the driving force that controls most of the matters related to economic activities thus leading to an altogether different mind sets of Pakistanis. Figure 1 illustrates the control exercised by the economic forces over other social institutions of society.

Figure 1: Architectural Design of Capitalist Society as practiced in Pakistani Society

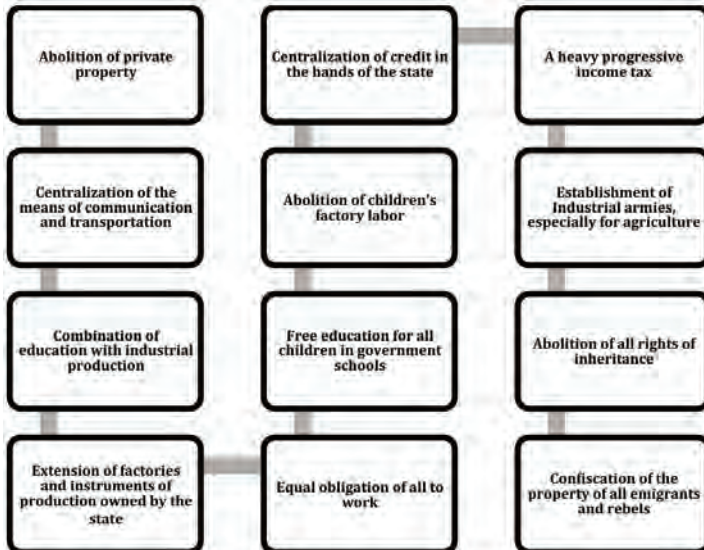


On the other hand, China’s economy is based on Communist ideology; Marx in his book *Critique of the Gotha Program* (1875) relates the basic principle of Communism as “From each according to his ability, to each according to his needs” which is also the basis for a future “higher phase” of communist society. Although, with the passage of time the concept of Communism also evolved in China. Interestingly, on the current status of Communism, Ehret, (2017, p. 1) the writer for The Japan Times, remarks that “Marx might struggle to recognize his heirs among the billionaires, skyscrapers and stock exchanges of modern China”. The evolutionary process in China is also acknowledged by Csanadi (2016, p. 25):

“The Chinese pattern of power distribution and dynamics provides the Chinese style” of transformation: the gradual, decentralizing reforms within the decentralized network and the gradual reforms outside the network expanding the market sphere reflect a process of economic transformation first, under authoritarian rule accompanied by macro-economic growth”.

Marx (1848) presented the salient planks of the Communist Manifesto which are illustrated in Figure 2.

Figure 2: Adapted Model of Communism by Karl Marx



In comparison to Csanadi’s statement, Pakistan has abruptly vested more power with the provinces with a single eighteenth amendment in 2010 by securing two third majority thereby rendering the federation less powerful. Most of the aspects of Pakistani culture are sentiment driven whereas such measures

indicate a customary ethnic discord among the provinces (Siddiqi, 2020). As mentioned earlier, culture encapsulates all facets of human life. In Pakistan religion is the main driving force which transcends in almost all matters of economic activity: beginning with Zakat (2.5% tithe on wealth in Islam in the form of religious obligation) and preferring Islamic Banking system (sharing of profit and loss); the idea is to show general public's mind-set and their adherence and dutifulness to their religion. As mentioned above Capitalistic ideology is beneficial for the upper class whereas the common Pakistani is ritualized in following in facts indicate a striking contrast with Chinese society. The total population of China as per year 2016 is 1.379 billion (Wikipedia, 2018). The four major religions which are practiced in China are Buddhism, Taoism, Islam (more than 14 Million believers) and Christianity. According to the Gallup poll survey (2015) "90% of Chinese citizens classify themselves as atheists or non-religious" compared to an earlier estimated conducted by the East China Normal University which reported that there were almost 31% religious believers (Wikipedia, 2018). These figures are in sharp contrast to the Pakistani society and a comparative analysis may provide a strategically effective way of overcoming issues which are corollary of religion.

Secondly, language barriers may also prove to be detrimental in creating mutual harmony among the people of the two countries. Although, English language serves as lingua franca internationally, however, in a recent Automated Machine Transaction (ATM) fraud in 2017, the Chinese suspects failed to understand the interrogative questions during remand. Although it may be assumed that they were intentionally distracting the interrogators but given a benefit of doubt, it seems to be a plain issue of language barriers. In order to address similar situations, Liu et al. (2017) have prepared a multi-lingual multi-party chat corpus in English, which has been upgraded by adding Chinese and Urdu (MPC corpus). The extended model deciphers the complex social phenomena in multiparty discourses multiple languages. Thus, bridging the gap caused by misinterpretations among the native speakers of distinct languages. The language barrier needs to be addressed rigorously.

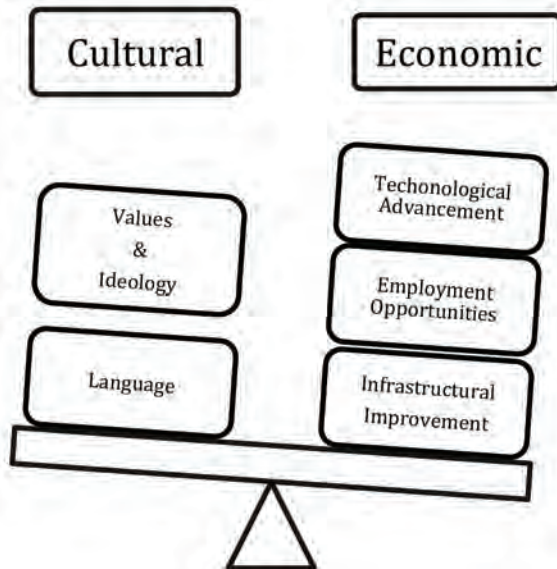
Lastly, Pakistani society in general is less tech savvy. In particular, Pakistani bank customers are quite immune to the conventional banking rituals; however, lately they have become easy victims of cybercrime. Although, Cyber-crime is a household word ever since internet has gradually paved its way into personal, financial and social worlds of the users. In a Ted Talk by Caleb Barlow (2016) the estimated revenue generated through Dark-Web is \$ 4.45 billion, which is larger than the Gross National Product of 160

countries. The information may seem startling to some naïve internet and modern technology users in Pakistan, but world-wide all internet and modern technology users are familiar with terms such as “Hacking” and “Phishing”.

Nonetheless, ATM has become a comparatively preferable way of cash withdrawals and making other monetary transactions. However, in the recent Pakistani bank customers were subjected to numerous grave financial losses (only Habib Bank Limited customers lost Rs. 10 million) due to “wide-scale hacking incident[s]” (Siddiqui, 2017, p.1). Federal Investigation Agency (FIA) has tracked down a few Chinese hackers, who have also been thoroughly interrogated to locate their network. The series of such incidents serves to ward all stakeholders (banks, bank officials, customers) alike; it also creates the need for making all users take some concrete steps to avoid such incidents in future. This issue identifies the naivety of Pakistani against cyber-crimes to a vast extent. It also highlights the absence of common ground between the day-to-day encounters that may jeopardize the good will relations between the two concerned countries.

Owing to the previously discussed issue the paper hoists a model that highlights the significance of cultural and economic facets of human ventures. Figure 3 presents the objective necessity of equilibrium between cultural and market forces.

Figure 3: Proposed Model of Economic and Cultural Harmony for CPEC.



DISCUSSION

Pakistani culture, at present, is widely directed by the social media and consequently the nation unites on controversial issues. The recent killing of a seven year old girl in 2018 - Zainab Ameen- demanded the Chief Minister of Punjab to investigate the matter in a matter of two weeks. The public pressure due to the involvement of social as well as conventional media has gained momentum, thus public opinion seems to have played an influential role in sensitive matters. Nonetheless, this incident demonstrates that public opinion in such may aggravate the situation, so preventive measures may be considered from an early stage. The study relies on secondary data due as immense interest has been reflected to assess the success of CPEC, hence the secondary data housed multiple research articles, government websites, print media and social media. The paper presents the alliance between Pakistan and China from a distinct angle. The success of CPEC offers immense opportunities to the people of both countries apart from the strategic interest of the superpower in the region (Vaughn & Morrison, 2006). Pakistan is instrumental in materializing China's geostrategic vision in targeting Middle Eastern and European markets (Ramay, 2016; News ABS, 2017). In order to combat internal and external security threats further cooperation is extended in joint personnel training and equipment (Vandewalle, 2015).

The paper presents mostly Pakistan's context whereas a Chinese stance in this regard may provide more depth to the cultural horizon. The paper proposes future direction of research by indicating that culture, of both countries, to be fully conceptualized and studied within its own right, thus creating more harmonious relationship between people in everyday life. Similarly, the economic ideologies can be simplified for the common man and if any issue arises due to this difference it may be dealt with sagacity. A clear cut stance to be studied with regards to their ideological difference (Vandewalle, 2015) how people of each country need to respect and accept these differences. Likewise, Language barriers may create misunderstandings, since Chinese prefer using their First language in their official dealings; proficiency in Standard Mandarin can further enhance current understanding between the two countries. Several attempts though have been made by different brands to bring the people of the two countries together. For instance, Shan Masala (2017) created an advertisement which secured 517,635 views whereby common elements like food seem to do the trick in bringing people in closer contact. Further research may be conducted in estimating the technological gap between the people of the two countries as well measures to be undertaken to bridge it.

CONCLUSION

Irrespective of the arguments generated in the paper CPEC unquestionably is an embodiment of multifaceted venture. With the help of secondary data in the form of previously published articles and newspaper posts the issue of cultural differences has been addressed. The major arguments concern that in the wake of citizen journalism, the implicit issues which gain immense popularity and unfavorably gain media's focus which at times results in ill feelings among the public. The paper has highlighted the crucial issues concerning CPEC and has also advocated the need for preventive rather than corrective measures.

Moreover, the economic infrastructure can be equally supplemented by hoisting conceptual frameworks by the think tanks to address perturbations in the bud. In doing so, a lot of time and energy can be saved. The paper has voiced the concerns from several quarters thus increasing the need for a multidimensional approach for measuring the success of CPEC.

REFERENCES

- Afridi, J. & Bajoria, J. (2010). *China-Pakistan Relations*. Council on Foreign Relations.
- Ali, L., Mi, J., Shah, M., Shah, J., S., Khan, S., & Bibi, K. (2017). *The Potential Socio-Economic Impact of China Pakistan Economic Corridor*. doi: 10.18488/journal/107.2017.54.191.198.
- Amadeo, K. (2017). *Capitalism: Characteristics, Pros, Cons and Examples*. <https://www.thebalance.com/capitalism-characteristics-examples-pros-cons-3305588>
- Arif, K. (1984). *Documents on China-Pakistan Relations*. Lahore: Vanguard.
- Barlow, C. (2016). *Ted Talk*. <https://www.youtube.com/watch?v=FqrLUtIFVjs>
- Bengali, K. (2015). *China-Pakistan Economic Corridor and Route Controversy*. [Online] Chief Minister Policy Reform Unit, Government of Balochistan. <http://cmpru.gob.pk/reports/CPEC.pdf>
- Bhattacharjee, D. (2015). China Pakistan Economic Corridor. *SSRN Electronic Journal*.
- Csanadi, M. (2016). *China in Between Varieties of Capitalism and Communism*. Centre for Economic and Regional Studies, Hungarian Academy of Sciences.
- Ehret, J. (2017). *Its ideology may be far from communist, but many still flock to join Chinese ruling party*. <https://www.japantimes.co.jp/news/2017/10/22/asia-pacific/politics-diplomacy-asia-pacific/ideology-may-far-communist-many-still-flock-join-chinese-ruling-party/#.WmtgkmlubIW>
- Encyclopedia.com. (2018). *Capitalist Mode of Production*. <http://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/capitalist-mode-production#A>
- Esteban, M. (2016). *The China-Pakistan Corridor: A Transit, Economic or Development Corridor*. http://www.issi.org.pk/wp-content/uploads/2016/08/4Mario_Esteban_SS_Vol_36_No.2_2016.pdf
- Forbes. (2018). *Trump brings in the New Year with Polarizing Pakistan*. <https://www.forbes.com/sites/leezamangaldas/2018/01/02/trump-brings-in-the-new-year-with-polarizing-pakistan-tweet/#303469342b35>

- Godement, F. (2014). *China's Neighbourhood Policy*. European Council on Foreign Relations, Asia Centre, China Analysis. <http://www.ecfr.eu/page/->
- GOP. (2017). *People to people exchanges*. <http://cpec.gov.pk/project-details/61>
- Javaid, U. & Jahangir, A. (2015) Pakistan-China Strategic Relationship: A Glorious Journey of 55 Years, *JRSP*, 52(01), 157-183.
- Kabraji, R. (2012). *The China-Pakistan Alliance: Rhetoric and Limitations*. Chatham House Asia Programme.
- Kashmir Reader. (2016). China May not be Interested In Taking Sides on Kashmir. <https://kashmirreader.com/2016/08/17/china-may-not-be-interested-in-taking-sides-on-kashmir/>
- Kataria, J. R. & Naveed, R. (2014). Pakistan-China Social and Economic Relations. *South Asian Studies A Research Journal of South Asian Studies*, 29(2), 395-410.
- Khan, A.A. & Malik, M. (2013). Pak-China economic alliance to bring prosperity in region. *International Review of Management and Business Research*, 2(3), 776-782.
- Liu et. al. (2017). Extending the MPC corpus to Chinese and Urdu - A Multiparty Multi-Lingual Chat Corpus for Modeling Social Phenomena in Language.
- Layton, P. (2020). The Interpreter. "Belt and Road means big data and facial recognition, too". <https://www.lowyinstitute.org/the-interpreter/belt-and-road-means-big-data-facial-recognition-too>
- Marx, K. (1848). Manifesto of Communist Party. Vol. 1. Repr in 1969. Moscow: Progress Publishers.
- Misra, A. & Clarke, M. E. (2013). *Pakistan's Stability Paradox: Domestic, Regional and International Dimensions*. 1st ed. Routledge.
- Naseem, A. (2015). *Impact of China Pak Economic Corridor - A Bird's Eye View*. Islamabad: BMA Capital. http://investorguide360.com/wpcontent/uploads/2015/05/Impact-of-China-Pak-Economic-Corridor_-A-Birds-Eye-View.pdf.
- News ABC. (2016). Chinese President Xi Jinping tours Middle East, inks deals worth billions in bid for influence. <http://www.abc.net.au/news/2016-01-22/china-president-visits-middle-east-inks-deals-worth-billions/7106292>

- Notezai, M.A. (2015). Interview: Andrew Small on China-Pakistan Ties. Discussing the regional implications of China's relations with Pakistan. *The Diplomat*. <https://thediplomat.com/2015/11/interview-andrew-small-on-china-pakistan-ties/>
- President Xi Jinping Speech at Communist Party meeting. (2014). *Xi Jinping's Address to the Central Conference on Work Relating to Foreign Affairs: Assessing and Advancing Major Power Diplomacy with Chinese Characteristics*. <https://www.hoover.org/sites/default/files/clm46ms.pdf>
- Pakistan Bureau of Statistics. (2017). *Pakistan Statistical Year Book 2017*. <https://www.pbs.gov.pk/content/pakistan-statistical-year-book-2017>
- Ramay, S., A. (2016). *CPEC: A Chinese Dream Being Materialized Through Pakistan*. www.sdpi.org
- Riaz, A. & Mi, H. (2017). China-Pakistan Economic Corridor and Its Social Implication on Pakistan: How Will CPEC Boost Pakistan's Infrastructures and Overcome the Challenges? *Arts Social Sci J*, 8, 265. doi:10.4172/2151-6200.1000265
- Sabri, F. (2017). People killed in terror attacks during past 15-years. *Pakistan Today*. <https://www.pakistantoday.com.pk/2017/05/20/67399-people-killed-in-terror-attacks-during-past-15-years/>
- Scott, B.R. (2011). *Capitalism*. DOI 10.1007/978-1-4614-1879-5_2, 27C _ Bruce R. Scott 2011
- Siddiqui, S. (2017). Beware - hackers are going after ATMs in Pakistan. *The Express Tribune*. <https://tribune.com.pk/story/1574702/2-beware-hackers-going-atms-pakistan/>
- Shah, S. (2015). China's Xi Jinping Launches Investment Deal in Pakistan. *The Wall Street Journal*. <http://www.wsj.com/articles/chinas-xi-jinping-set-to-launch-investment-deal-in-pakistan-1429533767>
- Shan Masala. (2017). *Shan Masala Ad TVC 2017 - Chinese Couple*. <https://www.youtube.com/watch?v=qGVMqHtNdXI>
- Small, A. (2015). China-Pakistan: A Strategic Relationship in the Shadows. [Blog] Yale Global Online. <http://yaleglobal.yale.edu/content/china-pakistan-strategic-relations-shadows>
- Syed, A. (1974). *China & Pakistan*. Amherst, Mass: University of

Massachusetts Press.

- The Communist Manifesto. (2017). <http://laissez-fairerepublic.com/tenplanks.html>
- News Desk. (2016). China rubbishes claims of ‘wrongdoing’ in CPEC. *The Express Tribune*. <https://tribune.com.pk/story/1268666/china-rubbishes-claims-wrongdoing-cpec/>
- The Sociological Conversance. (2016). The capitalist mode of production. <https://foodandhealth711.wordpress.com/2016/11/24/the-capitalist-mode-of-production/>
- The CPEC Portal. (2021). CPEC. CPEC Official. <http://cpec.gov.pk/>
- Tylor, E. B. (1871). La ciencia de la cultura. In J. S. Kahn (1975). *El Concepto de Cultura. Textos Fundamentales* (pp. 29-46). Barcelona: Anagrama.
- Vandewalle, L. (2015). ‘In-depth Analysis Pakistan and China: ‘Iron Brothers’ Forever?’ *Policy department European Parliament*. [http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/549052/EXPO_IDA\(2015\)549052_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/IDAN/2015/549052/EXPO_IDA(2015)549052_EN.pdf).
- Vaughn, B. & Morrison, W. (2006). *China-Southeast Asia Relations: Trends, Issues, and Implications for the United States. Congressional Research Service*. The Library of Congress.
- Wang, J. (2015). ‘China’s ‘New Silk road’: A case study in Eu–China relations. In: Amighini, A. & Berkofsky, A. ed’, *Xi’s Policy Gambles: The Bumpy Road Ahead* (pp. 92–109). Beijing: ISPI.
- Wolf, O.S. (2016). The China- Pakistan Economic Corridor: An Assessment of its Feasibility and impact on Regional Cooperation, South Asia Democratic Forum (SADF), 1–63.
- Xu, S. (2015). *Vision and Actions on Jointly Building Silk Road Economic Belt and 21st-Century Maritime Silk Road*. National Development and Reform Commission, Ministry of Foreign Affairs, and Ministry of Commerce of the People’s Republic of China, with State Council authorization.
- Zhang, R. & Shi, G. (2016). Social impacts assessment for China-Pakistan Economic Corridor investment activities. <https://conferences.iaia.org/2016/Final-Papers/Zhang,%20Ruilian%20-%20SIA%20for%20China-Pakistan.pdf>

TERRITORIALIZATION AND DE-TERRITORIALIZATION OF SINDH WITH REFERENCE TO THE BRITISH EMPIRE

Hamida Narejo, Dr. Hammadullah Kakepota,
and Muhammad Abdullah Avais

ABSTRACT

This study investigates how Territorialization and De-Territorialization of Sindh with reference to the British Empire transformed the social fabric of Sindh. The Anglo-rule left its indelible scars on both Natural Sindh and Administrative Sindh. During this time, communalism seeds were implanted, feudalism was encouraged, and the language once enjoying international status was reduced to a regional one. The research is theoretical and descriptive based on secondary sources like books, magazines, theses published and unpublished material.

Keywords: British Empire, Sindh, Feudalism, Communalism, Language.

INTRODUCTION

“Inferior organisms succumb and perish or are enslaved. Superior organisms survive, propagate and possess.” – Darwin

The entire history of the human race declares the rule of ‘Might is Right.’ Alexander, Caesar, Pharaoh, Napoleon, and Queen Victoria, for instance, were never satisfied with the boundaries of their rule. They wanted to extend more, no matter if the earth flew with the human blood. Subjugated people fight back in order to win back their identity, culture, and geography after they reorganize and regroup themselves and become powerful. Sometimes the cause to secure freedom and drive foreign rule away, some nations are tempted to capture theirs. The present investigation is conducted in the light of Territorialization, De-Territorialization, and Re-Territorialization, the three concepts created by Deleuze and Guattari (1972) in their work *Anti-Oedipus*; and how their rule gradually left an impact on the social fabric of the Sindhi world and transformed the settled values of living.

Objectives

1. To expose the imperial mentality regarding the people of Sindh.

2. To expose the British imperial who saved the seed of communalism.
3. To find out the impact of imperialism on Sindh.

METHODOLOGY

The research is theoretical and descriptive based on secondary sources like books, magazines, theses published and unpublished material.

Literature Review

Sindh World – a Portrayal

Sindh can proudly claim as the cradle and the oldest civilizations of the human race. Throughout its existence, she has remained the most fertile valley and has had trade relations with the world. For its riches and advanced civilization Edward Backhouse Eastwick has appropriately credited her “Young Egypt” (Eastwick, 1849). On the other hand, renowned English historian and soldier H. T. Lambrick comparing Euphrates and Sindh, considers Sindh considerably advanced in civilization (Soomro, 2008).

Simultaneously, it must be admitted that her abundant resources made her vulnerable, for the powerful empires invaded and robbed her from time to time, repeating the rule of ‘Might is Right.’ Contrary to these powerful states’ cruel attempts, she has always remained a peace-loving and human-friendly nation. Excavations of Moen-jo-Daro, in the first place, provide ample evidence to support Sindhi’s pacifist orientation of human existence (Soomro, 2008). Secondly, history proves that she has never indulged in extending her powers and usurping others’ rights.

Sindh through the Ages

Without much ado and tracing from the beginning of this civilization, this investigation begins with the Persian invasion. The Persian Empire captured Sindh in the 6th century BC, and in 325 BC, Alexander from Macedonia invaded Sindh, but his control faded away quickly and was replaced by Chandragupta Maurya. He ruled Sindh for about 100 years. After Asoka, the last Mauryan King, the Mauryan dynasty enfeebled rendering Sindh to the Indo Greeks’ continuous invasions. Rai Dynasty established itself on the throne of Sindh in the late fifth century and ruled till 711 AD when the last ruler of this dynasty, Raja Dahir, was defeated by the Arab forces introducing Islam subcontinent the command of young Muhammad bin Qasim. Muslim rule lasted till 1843. When the British took over Sindh, Talpur Mirs ruled it with trade relations and ruled Sindh for about 60 years.

Anglo- Sindh Relations

A tertiary glance at the East India Company's ulterior motives in the sub-continent throughout their stay demonstrates and identifies their evil design: "Fair is foul and foul is fair." Against Amirs' will, the British coerced them into signing treaties to drive away from Europeans and Russians' influence (Gulrajani, 1979).

Charles Napier, who conquered Sindh in 1843 and exiled Amirs to Burma, sent the message of his victory in a single word, "*Peccavi*" (Huttenback, 1962), a Latin word that offers two meanings: first, "*I have sinned.*"

This interpretation is more appropriate as compared to the second interpretation that "*I have Sind*" because Charles Napier at the time conquered Sindh was 60, and he knew pretty well that he had acted unscrupulously and unethically for violating the treaties of the eternal and perpetual friendship of 1809 and 1820 respectively (Tupper, 1893).

Moreover, Ameers of Sindh were loyal to the British and complied with the treaties in letter and spirit. The capture of Sindh was forcefully condemned by the Board of Directors and the conscientious people within British. Ashley, Edward Backhouse East, and Outram objected to this immoral action. Outram vehemently and openly criticizes the subjugation of Sindh in the following words (Huttenback, 1962):

"It grieves me to say that my heart, and the judgment God has given me, unite in condemning the measures we are carrying out for his Lordship as most tyrannical—positive robbery. I consider, therefore, that every life which may hereafter be lost in consequence will be a murder."

In the words of Huttenback, both Lord Ellenborough and Sir Charles Napier were highly unpopular. His contemporaries knew Ellenborough as 'Elephant' whereas Napier never willingly obeyed his superiors (Huttenback, 1962).

Machiavellian philosophy and ulterior motives and lusty eyes of British at the hands of Charles Napier remove the rust from the darkened vile conscience of the British as Huttenback unfolds a page from his diary in which he writes (Huttenback, 1962):

"Charles! Charles Napier! Take heed of your ambition for military glory; you had scotched that snake, but this high command will, unless you are careful, give it all its vigor again. Get thee behind me, Satan!"

Charles diary is further confided with the following words as quoted by Huttenback in his book 'British Relations with Sindh' (Huttenback, 1962):

"We have no right to seize Sindh, yet we shall do so, and a very advantageous, useful, and humane piece of rascality it will be."

To address this very rascality and maintain their image as a civilized nation, it must be acknowledged that the British did take specific measures to promote development. The railway's tracks were laid, an irrigation system was addressed. Communication in Sindhi vernacular was encouraged. Sindhi language was granted official status, and Sindhi Script was regularized.

But these measures were negligible, for the Sufi temperament of Sindhi was deemed as a sign of laziness, communal harmony was threatened, and peasant immigrants from different regions were employed and encouraged, and the natives were denied even earning opportunities.

Natural Sindh

Sindh has always resisted change. *Sindhi Ajrak* and *Sindhi Topi, turban, shalwar Kamees*, Sufi songs, and Bhattai's music accompanied with Tamburo still mark the distinguishing cultural characteristic of natural Sindhi. A Sindhi layman feels proud of his language. And the intensity of their love for the Sindhi language reflects the very temperament that many people know no other vernacular other than Sindhi to verbalize their emotions and ideas even today in many parts. The English realized Sindhi's weakness, love for language, and cultural values. So, to control these people were relatively more comfortable, which is to learn their language. So did the English. Sindhi was made compulsory for the British officers residing in Sindh. With the help of language, they befriended the natives and reduced their hostilities, for language connects and helps a person know their beliefs and lifestyle. To learn their language was Anglo's secret to enslave them (Mallaha, 2013).

Administrative Sindh

Amalgamation with Bombay Presidency

Sindh had always enjoyed autonomy and sovereignty, but with the British annexation of Sindh, it was amalgamated with the Bombay Presidency for administrative reasons. This Anglo action took away its independent status. The fact that the desert and the Arabian Sea made them stand poles apart. Despite the genuine natives' protest to rescind the amalgamation, the British

deemed not appropriate to revisit their decision, resulting in more problems as it will be difficult for the people to go all the way to Bombay to have their problems addressed.

With Bombay as its capital for 100 years, it remained neglected. So, the demand for a separate Sindh grew intense. Demand for separate Sindh created a rift between the Sindh Muslims and Sindhi Hindus, who had remained in harmony for decades. Sindhi-Hindu businessmen held an economic perspective, and their lop-sided domination in business tempted them to advocate Sindh being the part of Bombay presidency whereas Sindhi-Muslims had perspective vehemently religious and sovereign in spirit.

Educational Policy and Identity Crisis of the Indus Civilization

There is an African saying: 'It takes the whole village to raise a child'. In the words of Stalin, 'language arises and develops with rise and development of society.' To rule people effectively and to enslave them psychologically and to deprive them of their culture is to simply keep them distant from their language. The British acted shrewdly on this ripe experience of life. They replaced Arabic and Persian, the languages of administration at the time with English Language. Resultantly, scholars and scholarship in both Arabic and Persian suffered terribly. This learned class, who could have contributed in the development of its people, could play no role to contribute and maintain Sufi harmony in check. With them used to learn all Sindhi Muslims and Sindhi Hindus alike in same Madarsahs both religious and secular education so they held values in harmony but with the latter system of education Hindus advanced and Muslims declined (Ali, 1993).

"When the control of the country passed from the Muhammadan conquerors, then later when Persian ceased to be the language of the court, the Muhammadan showed himself less ready than the Hindu in adapting himself to the new conditions. He did not seize the opportunity offered of Western education or of entry into public life. He sat apart wrapped in the memory of his tradition and in the contemplation of his ancient literature and bygone systems of science."

This idea to introduce English was Macaulay's in Macaulay's Minutes on Indian Education in 1835 to produce 'Macaulay's children' who would think in English, dress in English and eat in English ways (Sharp, 1920).

The first reason which he offered in favor of English was that ‘a single shelf of good European library was worth the whole native literature of India and Arabia (Sharp, 1920). Western world knows that Macaulay’s idea about the eastern literature was biased. To appraise the excellence and richness of the literature of Sindh alone, let any western scholar come and read Shah Abdul Latif Bhittai and Sachal, he will recognize the intrinsic beauty; forget about Arab and entire Indian literature. Contrary to this, the western world owes much to the eastern contribution. They knew Greek literature and philosophy through the translations of both the Persians and the Arabs.

Hindus did not give second thought to learning English due to which their domination in the economic and education and administration strengthened. They were ready to comply with the Anglos and were useful to them in administration. Sindhi Muslims were well aware that the Anglos claim of cultural superiority does not have footing and their assertion that both the Arabic and Persian literature lacks in scientific outlook and scholarship does not hold much water. As a result of Sindhi Muslims’ reluctant attitude pushed them in the backyard economically, politically and administratively. As Sindhi language was used by the English as a tool to lessen Sindhi’s grievances and win their confidence so the people of Sindh could not avail the opportunity in the initial stage to use English language as a tool and weapon to redress their political, social and religious grievance.

Consequently, they remained downtrodden and at the backstage. Their backwardness in the western education had lasting impact on the future generations. They could do nothing in designing curriculum for their children and making language policy.

Communal and Feudal System

The English believed in superiority in their language and culture (Mallaha et al., 2013). They looked down upon everything else. So, they started dividing the ruled into classes in order to extend their rule. They poisoned the harmonious society with their ‘divide and rule policy’ and aggravated communal hostility. Prior to English rule lived peacefully, had learning class with Akhund who differentiated none on the basis of religious differences. Cultural diversity was actually beauty of the region. Credit to create a rift between Sindhi Muslims and Sindhi Hindus and overall intolerant was also the result of their malicious designs to serve their vested interests (Soomro, 2008).

Those who complied with them were blessed with the lands and became

feudal lords whereas who took conscience driven course were sent to gallows, Pir Sibgatullah Shah and Pir Illahi Bux Soomro to name a few.

CONCLUSION

The rule created a mindset to look down upon their self and the native culture as inferior and barbarian; changed the social outlook and reduced the society based on class. The ruling following their masters based on the education system given think them more cultured thus designing and implementing rules that suit them whereas the ruled deemed less civilized and according. Private schools, hospitals and government schools and hospitals speak loud and clear the norms we have inherited from the colonial masters. We still are ruled but without crown.

RECOMMENDATION

1. To mitigate feudal mentality by present society.
2. To eradicate faulty British law by our official system.
3. To condemn communal thinking in our society.
4. To educate youth regarding the pros and cons of imperialism.

REFERENCES

- Ali, M. (1993). *Sindh Observed: selection from the journal of Sindh Historical Society*: Gautam Publishers.
- Deleuze, G. & Guattari. (1972). *Capitalisme et schizophrénie. L'anti-Œdipe*. Trans. by Robert Hurley, Mark Seem, Helen R. Lane *Anti-Oedipus*. France: Les Éditions de Minuit, Viking Penguin.
- Eastwick, E. B. (1849). *Dry Leaves from Young Egypt*. J. Madden.
- Gulrajani, J. P. (1979). *Sind and its Sufis*. Lahore, Pakistan: Sang-e-Meel Publications.
- Huttenback, R. A. (1962). *British relations with Sind 1799–1843*. University of California Press.
- Mallāḥa, M. (2013). *Maghrabi Sindh Shanas*. Karachi, Pakistan: Department of Culture and Tourism.
- Sharp, H. (1920). Selections from educational records. Part I: 1781-1839. In: Superintendent Government Printing India.
- Soomro, K. H. (2008). *The British in Sindh : immoral entry and exit*. Sehwan Sharif: Sain Publishers.
- Tupper, C. L. (1893). *Our Indian protectorate: An introduction to the study of the relations between the British Government and its Indian feudatories*. Longmans, Green and Company.

CLIMATE CHANGE AND PAKISTAN: AN OVERVIEW

Nasreen Aslam Shah

ABSTRACT

This paper aims to discuss the hot burning issue that we all are facing right now called “Climate Change” and more specifically in the context of Pakistan. Climate change or the issue of climate change has existed since decades but unfortunately, it is highlighted recently by the efforts of some states or people individually or collectively. Pakistan has the lowest contribution of carbon emission but on the ranking of among the top ten countries that are affected severely. Pakistan’s made policies and doing work on that but since the last decades, our country is facing very unprecedented weather patterns causing uncontrollable damage in the form of deaths especially. The dangerous heat waves we faced in 2015 and then in 2018, and recently the heavy rainfalls also became the reason for people’s deaths. Also, the damage of infrastructure and lack of enough equipment and technologies made this catastrophic. Although Pakistan is doing its efforts towards tackling climate change there is a need to do more. With this, international communities or the developed world’s help and assistance must be required.

Keywords: *Climate Change, Pakistan, Society, Weather Patterns, Policies, Implementation, International Cooperation.*

INTRODUCTION

Climate change has been called the crisis of our time and it is very true. We (the people) started breaking carbon dioxide records in 1950 and since then we haven’t stopped. The question arises why? Well, scientists believe that there is a 95% chance that human beings and their daily basis activities are the primary cause. How? For decades we have been burning more and more fossil fuels like oil and coal, which releases carbon dioxide and gives power to our homes, industries, cars and aero planes as well, and we are doing more than that. The global population has increased or even tripled in the past 70 years. With this fact, we are consuming more products from

animals that release another pollutant called Methane. So, all those gases are present in the air and when the sunlight gets to the earth's atmosphere, some of the heat gets trapped, and the planet (earth) gets warmer, and this whole process is called 'Greenhouse Effect'. Interestingly, the real concern is not that the earth is getting warmer but it's the warmest temperature on earth since the last ice age, say, 10,000 years ago (What is climate change?, 2019).

Initially, the Kyoto Protocol of 1997 designed the targets for the countries who are industrialized and developed, urging them to reduce their carbon emissions of greenhouse gases. The time period given to them was between 2008-2012 but unfortunately the United States of America who is the biggest polluter of carbon emission refused to sign that protocol and did not take it seriously, but the other nations signed it and started working accordingly. This was the start towards addressing the issue of climate change through agreement or signing the protocol (Helm, 2005, pp. 99-100).

According to the United Nations, right now, our world's temperature is about 1 degree Celsius hotter than pre-industrial times, i.e. around 1800. The United Nations says that it is fine and even if we warm by 1.5-degree Celsius before the end of the century we should be fine then too. So, here is the real problem or the issue is the "speed" because currently, we are on the way to 1.5-degree Celsius in even only ten years, and if we could not do anything or could not take concrete measures to stop this speed it will become a catastrophe.

This will happen in our generation times and even then in the coming generation's life and unfortunately, we are already getting the experience in the form of floods, droughts, famine, heavy rain falls, extreme heat waves, extreme winters and something like that. So, Climate change is real, and it is here as the former President of the United States Barack Obama said once in his speech in April 2006 (Kiran & Ul-ain, 2017). Actually, we are all into the Holocene extinction. Every continent is facing unusual climate change activities or the events for instance Europe, right now the continent is facing colder than the Arctic in general. Millions of people from all over the world are suffering from water and food shortage. Heavy rain falls and the unprecedented patterns of rain in summers and winters are happening and becoming a part of our life. The sea waters expand as the temperature gets warmer and the melting of glaciers and ice sheets also add trillions of tons of fresh water into our oceans. The human displacement from one area to another is happening and increasing around the world because of these activities and if things will carry on in this manner, millions of people will pack up their lives from their native areas and move to other areas.

Moreover, the coastal cities around the world could be underwater within 80 years which is so alarming. Also, the island nations in the Pacific more specifically could completely disappear. Natural disasters will become more and more intense, more frequent with devastating consequences. The severe impacts of droughts in different parts of the world creating serious threats to humankind and unfortunately human beings did not achieve enough to make the earth a better place after knowing each and everything about climate change and its effects. We all should have to take it seriously. The world leaders, states, non-governmental organizations, pressure groups, influencers and all the stakeholders and responsible citizens give and present plans and policies but there is no implementation and enough measures took place.

Overall, what is the outcome of all the policies and meetings that have happened to date? How much do we achieve? How much has every single state implemented so far? These are the questions that arise in every single mind. Now back in 2016, the world leaders from many states met and signed the very famous agreement called “The Paris Agreement”. The Paris Agreement’s basic aim was to make strong that actual worldwide response to the real threat of climate change facing every state since decades by keeping a global temperature rising this century well below 2-degree Celsius i.e. above pre-industrial level and also through this agreement the signatory states did ensure that they pursue their efforts towards to limit the temperature increase even further to 1.5 degree Celsius. (United Nations Climate Change, 2020). Moreover, the agreement included that all the states should make or design policies that can deal with the serious threats and impacts of climate change and also the developed countries have a more responsibility towards the developing world to provide them financial assistance though they can achieve low carbon GHG emissions and climate-resilient way. With financial assistance by developed world/countries, there is also a need for better resources and technology framework that supports those vulnerable countries and also they have to set the goals and objectives first. The Paris Agreement also endorsed transparency of the designed framework for the action and support provided by the stakeholders. All the work and action taken by the states put forward or reported through “Nationally determined contributions” (NDCs). Although these efforts will take years, the parties agreed on their collective effort and also present their reports or the achievement they made every 5 years. The Paris Agreement opened for signature on April 22, 2016 i.e. “Earth Day” and this agreement entered into force on November 4, 2016 (United Nations Climate Change, 2020).

All the international forums more specifically related to climate change urged the awareness programs and adaptation and mitigation policies. For instance, The International Panel on Climate Change always says that we have to accept the fact that human beings are more responsible for global warming. One of the IPCC reports found out that 95% of global warming is present because of humans and their activities (Shujat, 2017).

Interestingly, the United States of America and the People's Republic of China are the biggest polluters and emitters of carbon dioxide but our country "Pakistan" being the least carbon emitter is on the seventh number in the list of the most affected or vulnerable states by global warming. Actually to know about climate change needs full understanding and awareness because, due to the lack of proper understanding, most people in general and more specifically in Pakistan consider climate change is only connected with the rise in temperature and maximum pollution, that is it but in reality, it is not true and it is more than that. Although, the contagious results of global warming are witnessing worldwide right now and also Pakistan is bearing its avoirdupois and the very unfortunate thing is that the consequences for Pakistan are multifarious as well (Safi, 2020).

The global temperature rises to 2-degree Celsius and has long been regarded as the pathway to serious global warming. Recently, the scientists researched this and found that the limiting temperature rises to 1.5-degree Celsius is also fine or safe. Furthermore, the World Health Organization (WHO) says that if the current temperature will continue in this manner and the trend we are following will not change then, the temperature could rise to 3-5 degree Celsius by the end of this century which is harmful (What is climate change? A really simple guide, 2020).

Coming back to Pakistan, our country is facing serious droughts, floods and the continuous spell of heavy rainfall in different parts of the country and as we witnessed in Karachi, the city of lights, the heaviest rains recorded in the history recently. The recent unprecedented heavy rainfalls paralyzed the infrastructure of both urban and rural areas. So, Pakistan has to face more droughts, floods and heavy rains if the serious measures will not take place. Moreover, Pakistan's agricultural sector is the largest one and it has a contribution of 25% alone in Pakistan's economy and also has 45% absorption of the country's labor force (Overview of the Economy, 2020).

In Pakistan's case, as Mumtaz, de Oliveira, and Ali (2019) report that climate change affects in many ways but the two are the most important

one, one is the heavy rains which we are witnessing since many years will badly affect our crops more specifically the wheat, rice, sugar cane, maize and cotton these crops will and will be destroyed in interior Sindh. Secondly, due to the changing patterns of weather, our farmers can no longer predict the annual rainfall and they have no idea now how this changing weather can affect the conditions of their crops. Another important thing is to mention here that, unprecedented weather and this global warming is melting out glaciers fast, even all over the world. The interesting fact is to know that more than 7000, Pakistan has more glaciers than anywhere except in the polar region. So, these glaciers are a blessing for Pakistan and also, they provide 75% of the stored water for the country. Furthermore, according to a study published in 2019 in the Journal of sciences advances that, climate change is eating the Himalayan region specifically for glaciers in a very fast manner because as the glaciers melt and that water collects in large glacial lakes then it will cause heavy floods. According to the United Nations Development Programme (UNDP), in 2018, more than 3000 lakes formed in which 33 present in a seriously dangerous condition and because of that around 7 million lives are at risk (As Pakistan glacier melts surges efforts to cut floods risk drag, 2020).

More specifically, the agriculture sector of Pakistan is known as the “backbone” of Pakistan and also Pakistan’s economy is highly dependent on it as well. Unfortunately, this sector is affecting and facing severe challenges due to climate change. Due to unprecedented weather patterns especially the continuous occurrence of floods in those areas which are highly rich in terms of agriculture and producing heavy crops every year. The loss after floods and heavy rainfalls amounted to 14 billion dollars per year and this is around 5% of total GDP to the economy of Pakistan. This figure is alarming, because Pakistan is already listed as a vulnerable country in terms of economy and climate change as well. Also, the agricultural sector of Pakistan has a contribution to provide food to the fastest growing population of Pakistan, according to the “Economic Survey of Pakistan”. Also, the rise of temperature globally which is predicted 1 degree Celsius causing on the production of wheat crop, just because of the climate change and its related weather patterns, wheat production will face a decline of 6-9% yearly (Mumtaz, de Oliverira, & Ali, 2009).

Furthermore, the overall effects of climate change on natural resources are the worst. According to the reports of the International Panel on Climate Change says that 95% of the world’s glaciers are retreating and Himalayan

region included in it. The loss of the Himalayan with the projection of 29% by the year of 2035, which is not so far. Also, the Antarctic also loses and melts its ice sheets rapidly. The melting of ice sheets is not an issue. The real issue is the speed and it is happening because of the fossil fuels by the industries and other pollutants (Ismail, 2018).

Pakistan faced severe floods and the earthquake in the decade of 2000s and therefore after facing the destruction from floods and earthquake, the government of Pakistan realized that the climate change or environment related issues are serious and has to be taken seriously. Therefore, Pakistan made “The National Climate Change Policy” in 2012. It is a guiding principle or objectives for achieving climate-resilient development for the country through mainstreaming climate change in the economic and social sectors of Pakistan which are going to be in a vulnerable position. Pakistan’s government then and the current one, is focusing more on the issue of climate change and introducing policies regarding this. For instance, in 2010-2014, approximately, 6% of Pakistan’s federal budget was allocated for climate change-related expenditures and the priority sectors were energy and transport. Moreover, it is also mentioned in the Nationally Determined Contributions to the Paris Agreement 2016 under the United Nations Framework Convention on Climate Change that, Pakistan has to reduce its greenhouse emission which is up to 20% by the year of 2030. Pakistan also got the international grant for that purpose which is approximately \$40 billion. The amount was given to Pakistan after the assessment that Pakistan’s adaptation policies and projects need in a range between \$7 to \$14 billion per year.

The adaptation process needs to include the development in the use of crops because of the unpredictable weather patterns we are facing for years. Also, there is a need to modernize the irrigation system and to develop water-saving technologies and methods for that purpose. The additional water storage should be more constructive. Furthermore, the huge investment in renewable and hydropower projects is mandatory for a better future. Most importantly, weather forecasting stations require improved warning systems and tools, especially the recent catastrophic heavy rain falls, floods and droughts in different parts of the country. And last but not the least the construction of dikes and seawalls are also important (Chaudhry, 2017).

The Ministry of Climate Change in Pakistan is a cabinet-level ministry concerned with Climate change and Zartaj Gul is the current federal minister of state for climate change. Also, Malik Amin Aslam who is also the adviser

to the Prime Minister of Pakistan, Imran Khan is in charge of the ministry of climate change. If we talk about the policies so far, there are exactly three policies made by Pakistan's government so far. One is "Climate change policy" in 2012 as mentioned above. The second one is "Framework for implementation of National Climate Change policy 2013". And the third one is "The Climate Change Act of 2017" (Chaudhry, 2017).

To make or create a clean and green environment in a country, Prime Minister of Pakistan Imran Khan launched a movement i.e. "Clean Green Pakistan" in October 2018. After coming into power Imran Khan also launched a program of "Ten Billion Tree Tsunami" which has a basic purpose is to plant more and more trees in every part of the country in five years and to make our environment green. It will reverse the decades-old deforestation (*New leader of terror torn Pakistan plans to plant 10 Billion trees*, 2019).

The deforestation in Pakistan is an important issue to discuss because Pakistan has only 6% of forest area which is very unfortunate for the country. Deforestation causes floods, soil erosion and heavy rains and for that purpose, the current government started the program in 2014 "Billion Tree Tsunami Policy" and further extended in 2018 with the name of "Plant for Pakistan Program". Also, during the coronavirus pandemic, the PTI government continued its efforts regarding the reforestation and also creating 60,000 jobs to those who are unemployed during the pandemic. The process of plantation with the supervision of Imran Khan is continuing positively (Aljazeera news, 2020).

In the year of 2019, the European Union, which is working on climate change very seriously, their delegation came to Pakistan for "Climate Diplomacy Day". The EU delegation appreciated the efforts made by Pakistan and its government for the climate change issue and said that we have to take all positive steps for tackling the ongoing issue and also need to address this in every possible manner. To educate people should be a mandatory job. Climate change is affecting us badly our glaciers are melting, forests are disappearing heavy floods, rains cyclones we are facing since decades and therefore our earth is becoming inhabitable (The Delegation of the European Union to Yemen, 2019).

The European Union Ambassador to Pakistan Androulla Kaminara said that the EU is doing all the efforts and work on according to the Paris Agreement designated initially and also promoting the countries affected and listed as vulnerable because of climate change ust like Pakistan. They also emphasized that our earth provides us food, air, water, soil, plants and all the

materials we want for our needs and that earth is ruining by our own hands (The Delegation of the European Union to Yemen, 2019).

Therefore we mobilized our youth for this purpose because this is their time and the coming generation have to deal with these issues. They also appreciated the efforts made by the current Pakistan's government for initiatives like plantation drive, clean green Pakistan program etc. Pakistan is facing all those challenges just like other countries are facing. The only difference here is the lack of awareness and financial assistance. Malik Amin Aslam, adviser to the Prime Minister on climate change also attended the event and said that we are working on nature-based solutions and fortunately we are achieving our goals. It's a slow process but it will give positive results for many decades. He also said our youth is working on local, national and international level and spreading awareness. These are the real custodians of our country and they own it (The Delegation of the European Union to Yemen, 2019).

The United Nations Development Programme (UNDP) is also working with Pakistan and facilitating Pakistan's government by launching different projects and working with the people of Pakistan for the better future in terms of environment especially. The UNDP believes that the environment and climate change both are interlinked with sustainable development of Pakistan and therefore they are working on different sectors. As Pakistan is facing water scarcity and food production is also decreasing natural disasters made the conditions worse and countries like Pakistan facing economic shocks as well (UNDP, 2020).

The UNDP and Pakistan are working together on different projects for tackling the issue of environment related problems and the climate change activities facing the country (Pakistan) from the last two decades specifically. These projects included:

1. Institutional Support to Climate Change Adaptation and Mitigation
2. Generating global environmental benefits from improved decision-making systems and local planning systems.
3. Scaling up of glacial lake outburst flood (GLOF) risk reduction in Northern Pakistan.
4. Comprehensive reduction and elimination of persistent organic pollutants in Pakistan.
5. Sustainable land management programme to combat desertification in Pakistan (SLM) - phase II

6. Disaster Risk Reduction Programme.
7. Sustainable forests management to secure multiple benefits in Pakistan's high conservation areas.

These are some projects of UNDP with Pakistan in Pakistan's those areas affecting fast with climate change and many projects will end this year i.e. 2020 and some will end in 2021 (UNDP, 2020). The international community and developed world agree to help all those countries facing severe impacts of climate change severely.

Moreover, Climate change is also linked with injustice. Injustice with the "have nots", how? The social inequalities generate agitation among people (common man), as mentioned above that climate change is affecting the agriculture sector of Pakistan and Pakistan's agriculture sector gives food to the fastest growing population of our country. So, when food production decreases, then automatically people cannot buy food products easily or get high prices. The population of Pakistan mainly have poor or the people who live in a poverty line they cannot afford basic food items at high prices and unfortunately in Pakistan wheat crisis, sugar crisis is very common in every government's term. So the common man needs food items at a very basic or low price and if they are not available for them so it's a basic psychology that people get angry and find other ways to get all those things whether right or wrong.

So, climate change can create injustice among societies and to tackle with this, or it requires awareness programmes and understanding because there is a chain and a link that just because of wrong or irresponsible behavior and activities by the human beings a chain of problems have created and then finally society (people) common men are suffering and will suffer. There is a need to understand the phenomena of climate change in terms of sociological perspective. This can be applied in any society whether Pakistani or any developed country's society (Dunlap & Brulle, 2015).

The public opinion of Pakistani people matters in this scenario because these are the ones who affect directly or indirectly both. According to the report published by BBC related to Asia that the majority of people live in Pakistan affected by the climate change and its unprecedented activities for instance floods, droughts, heat waves and most importantly heavy rain falls. They are unable to live properly as they live before and also, they have a lack of resources as well. Most importantly they had to migrate from their native places to other places which are a little bit secured than their original ones. Also, they don't have enough energy and water availability and the shortage

of food is also one of the important issues because of climate change activities (Zaheer & Colom, 2019). The mortality rate has also increased because of the heat waves recently and past as well, around 1200 deaths have been recorded in only 2015 heat wave and very recently, in 2018 heat wave 65 deaths recorded (Forecasting models allow Pakistan to anticipate heat waves, 2019).

So far, with all these challenges Pakistan is facing related to climate change, Pakistan has achieved SDG13 goals well before the target year given by the United Nations. The United Nations Development Program officially stated the efforts made by Pakistan. Also, the UNDP appreciated the efforts of Pakistan and its working to protect the environment through the “Clean Green Pakistan” vision by the Prime Minister of Pakistan Imran Khan (The Nation, 2020). Moreover, in the last international conference of climate change held in Madrid, Spain, Pakistan’s representative Mr. Amin Aslam highlighted some important issues and also briefed about Pakistan’s effort towards climate change so far. He said we have to fight collectively to combat climate change; this issue can be handled through collective efforts. No nation can do anything alone. Our economies are falling severely, our social structure is suffering, and most importantly our people are suffering. Our future generation is already in danger. We are giving them what? Nothing. But with all these circumstances that we are facing right now, our youth is active and sharp and mobilizes themselves and takes baby steps for them and coming generations as well because they have done their assessment and know the sensitivity of the issue. So, we have to make extra efforts. Furthermore, he mentioned the policies and programs launched by the current Pakistani government. He also discussed that Pakistan is going towards the launching of the first electric vehicles and set a target that 30% of transport shift towards electric vehicles by 2030 (Khan, 2019).

Also, in Karachi, he talked about the launching of the world’s first zero-emission metro line which is a great achievement for Pakistan. He urged that climate change is our Prime Minister’s Imran Khan’s priority and he is more interested in every project launched by the government.

Moreover, Pakistan is also going towards a complete ban on plastic bags and this project has also been started in many cities, which is now enforced across the country (Khan, 2019).

So, climate change is real and it is here as I mentioned above and we have to fight against this as the former US secretary of state wrote in his article that *“The future generation will measure us whether we did take any action or not and they will do it based on facts. They will judge us all and if we fail, they*

will consider us as failures. So, we don't have enough time. All I know, facts matter, act on them". (Carnegie Endowment for International Peace, 2018).

CONCLUSION

To conclude this article, we have to accept the fact that the numerous challenges we (the world) are facing right now are difficult, but with all these challenges whether they include terrorism, human rights violations, human trafficking, drugs trafficking, inflation, economic issues, societal imbalance, poverty and etc., "*Climate Change*" is one of the important ones we all are facing right now and since decades and the very unfortunate part of the story is that we are not taking it seriously. The glaciers are melting, forests are cutting, wildlife is suffering, animals are dying, weather patterns are changing, people are migrating (not happily) these all are happening because of the climate change activities and the important thing is we (humans) are responsible for it. The whole world is suffering whether rich or poor, developed or developing yes because the very rich ones the United States and the People's Republic of China both states are the biggest contributor and polluter in climate change activities. People are struggling with making efforts and so states are. Pakistan, according to the German Watch Index, is in the list of top ten countries that are affected by climate change and exist in a vulnerable condition. So, there is a need to be alert. People have to change their lifestyle; every individual should play his/her role. The agriculture sector of Pakistan is affected badly with climate change activities and it is very alarming because this sector has a major contribution to the country's GDP growth. Also, the scarcity of water and decrease of food items develop a stressful environment in the Pakistani society. The imbalance of society is created. All we need to know is that people (common man) should know the facts and the seriousness of climate change through awareness programs. However, Pakistan's government is doing its business regarding climate change for instance many projects are working, and policies are making but so far, there is a need to make an extra effort. A little bit more and with these efforts we can save our planet and our country. This issue needs collective effort, at national and international level both. Our youth need to play a serious role towards this issue because the younger generation have to face it in coming years so with their efforts our earth can become a better place again. With some little efforts from every human being. Moreover, Pakistan can beat this fight with collective effort. The world leaders have to wake up for this and should work collectively, the developed world has to contribute towards the developing world and then we can overcome this issue called "Climate Change".

REFERENCES

- As Pakistan glacier melts surges, efforts to cut floods risk drag.* (08 June, 2020). Reuters. <https://tribune.com.pk/story/2238396/1-pakistan-glacier-melt-surges-efforts-cut-flood-risk-drag>
- Chaudhry, Q.U.Z. (2017). *Climate Change Profile of Pakistan*. <https://thinkasia.org/bitstream/handle/11540/8006/climate-change-profile-pakistan.pdf?sequence=1>
- Dunlap, R.E. & Brulle, R.J. (2015). *Climate Change and Society Sociological Perspectives*. Oxford University Press.
- Forecasting models allow Pakistan to anticipate heat waves.* (09 April, 2019). *Prevention web*. <https://www.preventionweb.net/news/view/64716#:~:text=According%20to%20a%20Pakistan%2Dspecific,durations%20from%201997%20to%202015.&text=This%20means%20the%20country%20will,and%202-6%20events%20by%202090>
- Carnegie Endowment for International Peace. (2018). Interview with John Kerry. *“Forget Trump: we all must act on climate change.* <https://carnegieendowment.org/2018/12/13/forget-trump.-we-all-must-act-on-climate-change-pub-77958>
- Hausfather, Z. (2017). *Analysis: Why scientists think 100% of global warming is due to humans*. CarbonBrief.org. <https://www.carbonbrief.org/analysis-why-scientists-think-100-of-global-warming-is-due-to-humans>
- Helm, D. (2005). *Climate-Change Policy*. Oxford Press. <https://unfccc.int/process-and-meetings/the-paris-agreement/what-is-the-paris-agreement>
- Ismail, K. (2018). Climate Change: Case Study of Karachi. *Air War College Journal*, 89.
- Khan, R.S. (16 December, 2019). How successful was COP25? *The Express Tribune*. <https://tribune.com.pk/article/92012/how-successful-was-cop25>
- Kiran, A. & Ul-ain, Q. (December 2017). *Climate change: Implications for Pakistan and way forward*. file:///E:/New%20folder%20(2)/08. Climate-change-and-implications-for-National-Security-11-

Dec-2017.pdf

- Mumtaz, M., de Oliverira, J.A.P., & Ali, S.H. (2019). *Climate Change Impacts and Adaptation in Agricultural Sector: The Case of Local Responses in Punjab, Pakistan*. DOI: 10.5772/intechopen.83553.
- NBC News. (23 February, 2019). *New leader of terror torn Pakistan plans to plant 10 Billion trees*. <https://www.nbcnews.com/news/world/pakistan-plans-plant-10-billion-trees-fight-climate-change-n897216>
- Overview of the Economy*. (2020). Pakistan Economic Survey 2018-19. http://www.finance.gov.pk/survey/chapters_19/Overview%20of%20the%20Economy.pdf
- The Nation. (12 July, 2020). *Pakistan achieves climate action sustainable development goals before 2030 deadline: UN report*. <https://nation.com.pk/12-Jul-2020/pakistan-achieves-climate-action-sustainable-development-goal-before-2030-deadline-un-report>
- Aljazeera News. (29 April, 2020). *Pakistan Virus idled workers hired to plant trees*. <https://www.aljazeera.com/news/2020/04/pakistan-virus-idled-workers-hired-plant-trees-200429070109237.html>
- Safi, S. (11 September, 2020). Climate Change and Pakistan. *The News International*. <https://www.thenews.com.pk/print/713014-climate-change-and-pakistan>
- Shujat, U. (2017). *Challenges of the 21st Century Focus on Human Rights, Gender & Environmental*. Issues. Karachi: B.C.C.&T. Press, University of Karachi.
- The Delegation of the European Union to Yemen. (2019). *Youth in focus: European Union Delegation to Pakistan commemorates the Climate Change Diplomacy Day 2019*. (2020). https://eeas.europa.eu/delegations/yemen/68198/youth-focus-european-union-delegation-pakistan-commemorate-climate-change-diplomacy-day-2019_uk
- UNDP.org. (2020). *Environment and Climate Change. Protecting the environment and changing climate change*. <https://www.pk.undp.org/content/pakistan/en/home/environment-climate-change.html>
- United Nations Climate Change. (2020). *The Paris Agreement. What is Paris Agreement?* <https://unfccc.int/process-and-meetings/the-paris-agreement/>

agreement/the-paris-agreement

Al Jazeera English. (01 December, 2019). *What is climate change?* <https://www.youtube.com/watch?v=dcBXmj1nMTQ&t=63s>

BBC News. (05 May, 2020). *What is climate change? A really simple guide.* <https://www.bbc.com/news/science-environment-24021772>

Zaheer, K. & Colom, A. (2020). *Pakistan, How the people of Pakistan live with climate change and what communications can do.* http://www.bbc.co.uk/rmhttp/mediaaction/pdf/climateasia/reports/ClimateAsia_PakistanReport.pdf

ASSESSMENT OF SELFIE ADDICTION AMONG MEDIA STUDENTS OF UNIVERSITIES IN KARACHI

Dr. Sabir Ahmed, Dr. Taha Shabbir, and Sanam Tajamul

ABSTRACT

Social media, advanced mobile technologies and the fast speed internet access have malformed the lifestyle and their daily routine where selfie taking phenomena has emerged as pivot activity of university students. The propensity of capturing own pictures has become into a noticeable truth of the digital culture of the Pakistani society. The main idea of the study is to investigate the popularity and various effects of selfie taking behavior among university students of mass communication and media studies in Karachi. Moreover, current study also examined the perception towards taking selfie and its contact with psychology of media students. The study was based on survey method was used structured questionnaire. 120 students were participated through convenience sampling method for this study from five universities' media studies and mass communication departments. The insights of the research showed that a good number of the of respondents admitted that they taking selfies send them on social media and feel happy when people like their selfies. 76(71.66%) of students states that taking a selfie can turn deadly. It was found from the study 62(51.66%) of the respondents determined with the statement taking selfies is a waste of time. The present study suggested that request to individuals, to follow a few safe selfie rules while capturing picture

Keywords: *Social Media, Selfie, Media Students, Mental Health, Self-Concept, Anxiety and Convenience Sampling*

INTRODUCTION

A digital generation has already grownup in Pakistan and social media is the vital element its survival, information, communication, and entertainment. Many media scholars and intellectuals several labels have been used to paint that kind of generation, such as “digital natives”, “Net Generation” and the

“Millennium generation”, they born in rich media environment used social networking sites, play online games, watch online movies, seek online job opportunities and active members of any virtual community.

Social media or “social networking” has almost become the integral part of our daily lives and being tossed around over the past few years. Internet use in Pakistan lies somewhere between 20 and 30 million people, of whom only 1 million have access to the broadband technologies that facilitate social media use. Selfies can be defined as “flash-blinded” image that invoked a self-representation of “bad taste” (Ahmad, 2020; Mazza, 2012).

Pakistan has second position in global killer-selfie rankings with nine deaths (Saleem, 2018). Samaa TV reported that on June 5, 2019, two boys sunk while tiresome to take a selfie in Gujrat’s Sarai Alamgir Pakistan. According to APP (2019) Similarly A selfie attempt cost the lives of two tourists from Karachi, a father and daughter duo when the young girl fell into the Swat River.

On May 13, 2018, Neelum Valley Bridge Collapsed as the 25 medical students were taking a selfie on the bridge when it collapsed, 6 students were missing while 12 have died (Naqash, 2018). The deadliest selfie-related accident that took place in Pakistan in 2017, when three members of a family drowned in the Neelum River after trying to take a selfie in the water (Kazi, 2017).

Joy & Venkatachalam (2019) noticed that there is no substantial variance in Selfie-liking behavior based on gender and zone of living. More deaths have occurred because of taking a selfie than from being attacked by a shark (Rizzo, 2015). Lamba et al (2015) calculated the data and revealed that the number of people who died, and the location where the selfie was being taken.

Table 1: Country-Wise Number of Selfie Casualties

Country	Number of Casualties
India	80
Pakistan	17
USA	8
Russia	6
Philippines	4
China	4
Spain	3
Indonesia, Portugal, Peru, Turkey	2
Romania, Australia, Mexico, South Africa, Italy, Serbia, Chile, Nepal, Hong Kong	1

**Country-wise number of selfie casualties, Lamba et al (2015) and Pakistani Media (2015- 2020).

The inclination of getting own clicks has become an addiction among the all aged members of the digital society of Pakistan including university students. Social media, Smartphone and post sharing are recognized as tags of new cyber culture where almost every member this society takes selfie and post on social media. Veena and Krishnamurthy (2015) noticed that self-photos taking is the modern phenomenon of the 21st century.

According to Veena and Krishnamurthy (2015), “It is entertaining and attracts the young mind. This enormous amount of self-portrait images captured and pooled on social media is modernizing the way individuals introduce themselves and the surround of their friends to the globe”. Actually, selfie is documented the personal memories (Kalayeh et al, 2015). Social media practice gratifies two elementary desires of belonging and need of self-presentation and selfie behavior is linked to these character nods (Nadkarni & Hofmann, 2012). According to Tifentale (2014) selfie is instantaneous distribution of an image via social media like Instagram. Moreover various studies mentioned that selfies as from a socio-psychological perspective (Chua & Chang, 2016).

In 1839, Robert Cornelius displayed first-ever selfie on his store. Oxford English Dictionary (2013) as a photograph that one has taken of oneself, typically one taken with a Smartphone or webcam and shared via social media) in 2013. Many researchers studied selfies for understanding psychological attributes of the selfies (Koliska & Roberts, 2015). This phenomenon also called new medium for self-expression and self- presentation (Lobo & Gowda, 2016). Selfies were closely related with narcissism and self-esteem those students used to share non-selfie posts and their superficial themes such as physical appearance, activity, event, location, affiliation with people (Barry et al 2017). The study suggested that the highest number of selfies is posted by the people with high self-esteem. Moreover, the individuals with low self-esteem levels take and post the lowermost number of selfies. The study discovered a significant relationship between low self-esteem levels and posting selfies to increase self-confidence (Alblooshi, 2015).

Selfies are also gratifying the base of various psychological mental illness and disorders and deadly activity as well. According to American Psychological Association (APA) had officially classified taking selfie can be refers as a “mental disorder” (As cited Singh & Tripathi, 2017). Same as, in the year 2017 various Psychological studies found a strong relationship between selfie-posting behaviors and narcissism (Som et al, 2017).

Bettykoshy (2018) conducted an important study in Parul University with 100 students and measured level of selfitis via using Selfitis Behavioral Assessment Scale and found that selfies are uncontrolled desires. Researcher also originated term behavioral addiction.

Dokur, Petekkaya and Karadag (2018) investigated that selfie-related trauma and injuries and deaths and found that majority of selfie victims were students. Selfie-related injuries and deaths were reported most frequently in India, the US, and Russia.

Literature Review

Foucault (1977) claimed that selfie ensues at the connection of penalizing dissertations of photography, sexual characteristics, and social media. In totaling to merging these corrective strands, the conversation of selfies also exemplifies Foucault's "capillary" beginning of influence as a degenerate social procedure keep fit across linkages through discourse. This is not a forthright obligation of supremacy on a subordinated marginal but an illustration of the legitimization of the ideologies of communal organization by feature of their seeming to initiate from everywhere. Beginning of standards can be used to examine the construction between the low rank of selfies and communal discipline.

Sekula (1986) and Tagg (1988) suggested that rules for selfie practice classification – in-between good and wanted from immoral and abnormal – are a vital constituent of this ordering, as slanted and random standards are used to defend a communal position relative to others. Although, the method in which selfies are gendered as feminine permits photographic argument to place females as the receivers of discipline and obedience with photographic parameter to establish "a form of respect to patriarchy" (Bartky, 1990). One key story of predictable photographic arrangement that has endured relatively unchanged across the analog-digital divide is the three-dimensional separation between photographed objects and the photographer's body. The portrayed scene is shaped from a place overdue the camera, a location almost always engaged by the photographer and later adopted by the viewer. Even though there is a esteemed antiquity of graphic self-portraiture (Lingwood, 1986), factually putting oneself in the image (Spence, 1986) relies on technical work-arounds like watchdogs or remote-control devices, the use of thoughtful surfaces, or a human proxy. Taking a conservative photograph means, as a rule, not existence in it.

Fraser (1990) noticed that the guideline of women's physical presentation

according to normative outlooks of femininity, selfie dissertation also outlines the principles for women's suitable entry into the public sphere. This primarily takes the form of boundaries on both the measure of selfies they yield and on how these pictures represent the subject in relative to others.

Like much ordinary cardinal photography, the selfie commands the steadiness between these forms of indexicality. The arrival of selfie as a "live" medium, using ordinal systems to attach speakers in universe rather than in time, brings it faster to an informal practice that draws descriptions and their referents into the immediate moment of discursive interaction (which applications like WhatsApp and particularly Snap chat both indorse and exploit). It also turns the chronological fluctuation of the photograph as suggestion (Durand, 1993) – between the "now" of watching and the "then" of the portrayed scene – into a three-dimensional vacillation between a proximal "here" and a distal "there." The sighting of the self-timer in the overdue 1880s allowable for any human being seizing a photograph to secure their camera and let themselves 5 to 10 seconds to hook into a potshot (Michael, 1995). This is assumed to be the commencement of what is at the current recognized as a selfie, or self-photograph. Various scholars referred selfies to narcissism, isolation, and even suicide, low self-esteem, social dependence or even attention seeking behavior. (Bushak, 2015; Lobo & Gowda, 2016). Safna (2017) reported that selfie fetches the adverse effect on adolescence such as skin damage, loss self-confidence and self-esteem, suicide, mental illness, damage real relationship, selfie deaths, plastic surgery on youth. In a Local study, Ahmed (2020) discovered that some dynamics such as religion, sex, customs, and geopolitical circumstances can affect the space-time, distribution of selfies around the world. The inclination of taking own portraits has chance into a noticeable fact of the new culture of the society. Additionally, there are notable variances between how females and males present themselves online. These differences reflect the traditional values of how men and women should present themselves in society. As well as selfies leads to Skin injury, Loss self-confidence & self-esteem, Suicide, Emotional illness, damage real relationships, Plastic surgery even Expiries particularly among adolescence.

Indexicality is the theoretical foundation of old-style photography theory. Based on Peirce's idea of the catalogue by means of a symbol that stands for its item through bodily or causal connection, it titles the sense that taking selfie is characteristic because what it portrays must have been positioned in front of the camera at the instant, the photograph was taken. The photograph

is labelled as an “emanation” (Barthes, 2000) of the referent, or a “quotation” (Sontag, 1977, pp 1-8) from actual, since it is shaped by light delicate material countering to the light reproduced from the spatiotemporal field uncovered before the lens. Pictorial structure usually refers to the preparation of fundamentals within the universe of a picture and their location to the site of the viewer (Kress & van Leeuwen, 2004).

The selfie is a procedure of interpersonal putting between the figures of the watched and spectators in a culture of adapted mobility, where one’s “here” and another’s “there” are equally associated but continually ever-changing (Weiser, 2015). Arty growths are foregrounded, they too seem to be pushy by device drives not primarily anxious with twin creation (Nightingale, 2007).

Chaudhari et al (2019) found that women were more engage extraversion and agreeableness in order to selfie-posting and selfie-editing.

The adolescent population, particularly students, is more likely to involve in this act. The appearance of mobile phones with camera and the quick increase in the usage of mobile internet makes it becomes available to students to upload their personality or group photos in social networking sites. In the United States alone in 2012, 86 percent of its inhabitants had already admittance to appliances which can take selfie and easily dossier and upload them (Rutledge, 2013). In 1880, the photo compartment was introduced, which fastener the consideration of people to seizure self-photographs just as they steady do today (Volpe, 2013). Frequency of taking selfies has become culture of the society in recent era (Tajuddin, Hassan, & Ahmad, 2015). Sharma (2016) disclosed that there are positive impacts of selfie on students’ self-imaging. According to sociologist, the selfie is supposed to have debuted in its current form in 2004, with its usage seemingly rise steeply by 17,000% since 2012 (Bennett, 2014).

Moreover, Keller (2014) expressed that selfie is letting others see you do and how you look like in a mirror. Others social psychologists propose that there is an optimistic impact in individuality formation, showing and strengthening an individual image on the growing web’s social stage. For some, it indicates an adequate and a lovelier self-imaging and overwhelming in a selfie. The convenience to implements and social media have cemented people to indulge in “selfie”. Mullai et al (2017) discovered a positive correlation between connectivity Selfie and Self-Esteem. Nguyen (2014)

explored that the usage of Instagram to share selfies has a negligible influence on users' sense of self-worth.

Wickel (2015) found that 55% of participants agreed that posting of selfies to diverse social networking platforms encouraged their narcissism and selfish behaviors. Sorokowski et al (2015) in their study inspected three categories of selfies: own selfies; selfies with an idealistic partner; and group selfies, regulatory for non-selfie photographs. Women displayed more selfies of all kinds than did men; women's selfie-posting conduct was generally unrelated to their egotism scores. Since of these many cases of trouble in the cyberspace graphed 1000 men aged 18-40 years old to find out the connotation of taking and uploading selfie to their characters using character questionnaires. Consequences revealed that placement images in Facebook could be related to advanced rate of self-admiration and psychopathy. In a study lead by (Sorokowski et al, 2015) originate that self-admiration and selfie-posting behavior is relatively weak among womenfolk than men. New findings suggested that ladies' participation in appearance concerns and body-image related practices, even though gentlemen's tryst in body-objectification deserve courtesy (Boursier, Gioia & Griffithsb, 2020).

Veena (2015) reported that majority 85(70.83%) of respondents after taking selfies send them via WhatsApp, majority (71.66%) of students said that taking a selfie can turn deadly. Moreover, 51.66% of the respondents resolute that taking selfies is a waste of time. That study also suggested that request to individuals, to follow a few safe selfie rules while capturing pictures. Priya, Venkatesan & Vijayalakshmi (2018) found a strong correlation between academic performance and selfie addiction in Arts College of India. Results revealed that more than half of the undergraduates (53%) were identified with moderate Selfie addiction,41% had slight addiction, less no of students (4%) were addicted severely and 2% of the students were not habituated.

Saroshe et al (2016) concluded that 11% Indian people take selfies daily, they may or may not post it on any social media, either way they are suffering from selfies, while 4% said they feel satisfaction after posting selfies on SNSs which is the sign of narcissism among Indian people. Moreover, 7% respondents said that they supposed to be insecure after taking selfies. 16% have had a negative experience with posting selfies – this designates the objectification and narcissism. Furthermore, half of the respondents admitted that taking selfies might become an addiction. On the other hand, Mohamed

& Karim (2019) found an insignificant alteration between stages of selfie behavior and body image, academic achievement, and self-esteem among students. One of the core Research showed that posting selfies may influence upon self-esteem and that feedback in the form of ‘likes’ may alteration how young people feel about themselves (Coulthard & Ogden; 2018).

The Pakistani doctor’s research paper was published in an American medical journal called “The Annals of Emergency Medicine” and is available online. His research shows that 75 died from 2014 to mid-2016 in 52 different attempts while taking selfies. There were 49 deaths in 2015 alone with most of the fatalities occurring in the age group of 14-32 years. Around 75% of the victims were male. According to Mehmood (2017), “It seemed that the medical fraternity did not recognize taking risky selfies as a potential health hazard.”

Tarar et al (2017) conducted a study in Tehsil Dera Ghazi Khan, Pakistan and explored that Younger generation was awfully involved in selfie taking at diverse events for the tenacity of documenting memories. Boys took selfies for entertainment than girls were not posting their selfies due to religious bounders. Hassan et al (2020) scrutinized the relationship between selfie taking behaviors and personality traits among the university students in Lahore, Pakistan. This study reported that there are positive effect of selfie-taking behaviors for males and females both; while students believed that selfie can be a source of increasing their confidence. Findings also presented some negative outcome of selfie-taking behaviors like students misused their time to manipulate their images before they post it onto social networking sites, which harmed their personalities.

These facts motivated to the researcher to in conduct an in-depth study on selfie. This is one the first full length study in this regard in Pakistan.

Objectives of the research:

1. To inspect the determination of capturing selfies among media students
2. To explore tendency of capturing selfies
3. To examine the purposes selfies taking among media students
4. To find out the effects of capturing selfies behavior on students’ mental health and personality

5. To study the influence of taking selfies
6. To recognize pictures posting ratio on social media.

METHODOLOGY

The main idea of the study is to investigate the popularity and various effects of selfie taking behavior among university students of mass communication and media studies in Karachi. Moreover, current study also examined the perception towards taking selfie and its contact with psychology of media students. The study was based on survey method was used structured questionnaire. 120 students were participated through convenience sampling method for this study from five universities' media studies and mass communication departments.

Research Questions and Hypotheses

These research questions and hypotheses were directed the research.

RQ₁: Are females tend to get extra satisfaction in taking selfies more than males?

H₁: Female students tend to get more satisfaction in order to take selfies more than male counterparts.

H₀: Female students do not tend to get more satisfaction in order to take selfies more than male counterparts

RQ₂: What are the main reasons to take selfies among the university students?

H₂: University students take selfies for different purposes.

H₀: University students do not take selfies for different purposes.

DATA ANALYSIS

Data Analysis and Interpretation have done on SPSS-25. There were 131 questionnaires were returned in which 8 were rejected those were not fully filled or not replied any answer. So that 120 respondents were the final sample size. Data collection process was done by self-administrator both researchers were involved in primary data collection process. The descriptive statistics used to analyze the research variables comprised means and standard deviation. The statistical tests used to analyze the variables included the regression statistical test, in order to find whether a correlation exists between the variables, and the Cross tabs along with a Chi Square test, Phi and correlations.

Table 2: Institutes Wise Frequency Distribution

Name of Institute	Frequency	Percent
Aawaz Institute of Media Sciences	22	18.3
Greenwich University	41	34.2
Ilma University	23	19.2
University of Karachi	19	15.8
Sindh Madressatul Islam University	15	12.5
Total	120	100.0

Table 3: Distribution of Selfie User According to Demographics

In the discussed study sampling was based on various dynamics such as age groups, gender, house hold monthly and income.

Variable	Frequency	%
Gender		
Male	77	64.2
Female	43	35.8
Total	120	100.0
Age Group		
16-20 years	18	42.0
21-25 years	87	52.9
26-30 years	10	3.8
Plus 30 years	5	2.2
Total	112	100.0
Household income (PK Rs. per month)		
Up to 10,000	4	3.3
11000-30,000	11	9.2
31,000 to 60,000	19	15.8
Plus 60,000	85	70.8
No Response	1	.8
Total	120	100.0

Table 4: Opinion about Selfies?

Majority of the respondents (58.3%) like only 10% hate to take selfies.

What is your opinion about selfies?	Frequency	Percent
Like them	70	58.3
Hate them	12	10.0
No comments	37	30.8
No Response	1	.8
Total	120	100.0

Table 5: Selfie Taking Tendency Per Day

Half of the respondents said that they capture their own pictures one to three times per day while 36.7% never took a selfie.

How frequently do you take and post selfies each day?	Frequency	Percent
1 to 3 times	60	50.0
4-10 times	7	5.8
More than 10 times	8	6.7
Never	44	36.7
Did not Mention	1	.8
Total	120	100.0

Table 6: Important Reason of Selfies

Results of this question are proved that 36.7% students take selfies just for pass the time than 33.3% just for entertainment.

What is the most important reason of your selfies?	Frequency	Percent
For adventure	9	7.5
For entertainment	40	33.3
For self-promotion	12	10.0
For pass time	44	36.7
Any other	13	10.8
No response	2	1.7
Total	120	100.0

Table 7: Face Selfies

It is proved that 55.0% respondents take selfies of their faces while 31.7% said no in that regard.

Are your take selfies mostly of your face?	Frequency	Percent
Yes	66	55.0
No	38	31.7
Don't know	15	12.5
Did not answer	1	.8
Total	120	100.0

Table 8: Selfies' Reasons

47.5% respondents said that they wanted to see their personalities in the own selfies while 25 % said confidence and 12.5 % own beauty respectively.

What do you want to see in your selfies?	Frequency	Percent
Yours personality	57	47.5
Yours beauty	15	12.5
Your confidence	30	25.0
Something else	17	14.2
No response	1	.8
Total	120	100.0

Table 9: Selfie capturing places

Majority of the students rejected the option that university is the good place to take selfies. Students love to take selfies more likely at alone, in public and at home.

Where do you most often take selfies?	Frequency	Percent
Alone	29	24.2
At Home	25	20.8
In Public	29	24.2
At University	1	.8
At work	10	8.3
Other	26	21.7
Total	120	100.0

Table 10: Selfie Taking Reasons

39.2% respondents admitted that most common reason of selfies is to share on social media sites, while 23.3% involve in that activity when bored and 11.7% sent to friend respectively.

What is the most common reason why you take selfies?	Frequency	Percent
To send to a friend	14	11.7
To put on social media	47	39.2
To show people	3	2.5
To ask for attention	3	2.5
Because I am bored	28	23.3
To share my current face with family and friends	10	8.3
Other	15	12.5
Total	120	100.0

Table 11: Sort of Satisfaction

Relationship with sort of satisfaction is not clear 39.2% students said that did not get satisfaction. On the other hand, 36.7% revealed that they were satisfied after taking selfies.

Do you get some sort of satisfaction from posting selfies on a social networking site?	Frequency	Percent
Yes	44	36.7
No	47	39.2
Don't Know	29	24.2
Total	120	100.0

Table 12: The Number of Likes

35% respondents said that they feel good after getting likes on their selfies when 30.8% gave negative response whereas 33.3% showed no interest.

Does the number of likes on your picture directly correlate to how good you feel about yourself?	Frequency	Percent
Yes	42	35.0
No	37	30.8
Not interested	40	33.3
No response	1	.8
Total	120	100.0

Table 13: Feel of Insecurity

Majority of participants (70.8%) said that they did not feel insecure after taking selfies just 6.7% admitted feel insecure

Do you feel insecure after taking selfies?	Frequency	Percent
Yes	8	6.7
No	85	70.8
Sometimes	19	15.8
Don't know	8	6.7
Total	120	100.0

Hypotheses

H₁: Female students tend to get more satisfaction in order to take selfies more than male counterparts

Table 14: Gender * Levels of Satisfaction Crosstabulation

Gender			Sort of Satisfaction			Total
			Yes	No	Do not Know	
Gender	Male	Count	28	30	19	77
		% within Gender	36.4%	39.0%	24.7%	100.0%
	Female	Count	16	17	10	43
		% within Gender	37.2%	39.5%	23.3%	100.0%
Total		Count	44	47	29	120
		% within Gender	36.7%	39.2%	24.2%	100.0%

Table 15: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	.031 ^a	2	.985
Likelihood Ratio	.031	2	.985
Linear-by-Linear Association	.024	1	.878
N of Valid Cases	120		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.39.

Table 16: Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.016	.985
	Cramer's V	.016	.985
N of Valid Cases		120	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Results proved that female students got slightly more (37.2%) satisfaction in taking selfies as compare to male students(36.4%) . the Pearson chi-square statistic is 0.031 and the p-value = 0. .985. The likelihood chi-square statistic is 0.031 and the p-value = 0.985. Linear-by-Linear Association = 0.024 and the p-value = 0. .878 Therefore, at a significance level of 0.05, Statistical analysis suggested that the association between the variables is statistically insignificant. So we accepted the alternative hypothesis whereas null hypothesis is rejected. Moreover results showed that a weak relationship between male and female (phi =0.016)

H₂: University students tend to take selfies for different purposes.

Table 17: Age Group * Selfie Reasons Crosstabulation

Age Group		Selfie Reasons						Total
		For adventure	For entertainment	For self-promotion	For pass time	Any other	No response	
16-20 years	Count	1	4	2	8	2	0	17
	% within Age Group	5.9%	23.5%	11.8%	47.1%	11.8%	0.0%	100.0%
21-25 years	Count	8	28	5	34	11	1	87
	% within Age Group	9.2%	32.2%	5.7%	39.1%	12.6%	1.1%	100.0%
26-30 years	Count	0	4	4	2	0	0	10
	% within Age Group	0.0%	40.0%	40.0%	20.0%	0.0%	0.0%	100.0%
More than 30 years	Count	0	4	0	0	0	1	5
	% within Age Group	0.0%	80.0%	0.0%	0.0%	0.0%	20.0%	100.0%
Total	Count	9	40	11	44	13	2	119
	% within Age Group	7.6%	33.6%	9.2%	37.0%	10.9%	1.7%	100.0%

Table 18: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	33.026 ^a	15	.005
Likelihood Ratio	26.469	15	.033
Linear-by-Linear Association	4.770	1	.029
N of Valid Cases	119		

a. 17 cells (70.8%) have expected count less than 5. The minimum expected count is .08.

Table 19: Symmetric Measures

		Value	Asymp. Std. Error ^a	Approx. T ^b	Approx. Sig.
Nominal by Nominal	Phi	.527			.005
	Cramer's V	.304			.005
Interval by Interval	Pearson's R	.201	.156	2.220	.028 ^c
Ordinal by Ordinal	Spearman Correlation	-.127	.083	-1.382	.170 ^c
N of Valid Cases		119			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

c. Based on normal approximation.

Results suggested that young students(16-20 years old) get selfie (40.0%) for or self-promotion whereas oldest participants(30+ old) . The Pearson chi-square statistic is 33.026 and the p-value = 0.005. The likelihood chi-square statistic is 26.469 and the p-value = 0.033. Linear-by-Linear Association = 0.024 and the p-value = 4.770 Therefore, at a significance level of 0.029, Statistical analysis suggested that the association between the variables is statistically insignificant, and value is lesser at 0.05. So we accepted the null hypothesis whereas alternative hypothesis is rejected. Moreover results showed that a moderate relationship in various age groups (phi =0. .527).

CONCLUSION AND SUGGESTIONS

The explosion of Smartphones by cameras that can capture self-portraits or selfies as they are usually called has enlightened us. In recent tendency individuals are trying newer and dangerous behavior to capture something out of the world and instantly share it with the world through them many of social networking websites. However, some consider that the continual quest to take the eventual selfie is causing individuals to take unnecessary dangers that in some cases are proving to be deadly! The present study suggested that latest campaign is a request to individuals, to follow a few safe selfie rules while capturing pictures. The notices advise individuals not to capture selfies while standing at the railway tracks, on the border of a boat, standing on the rock face or near the stairs. This seems to be a helpful plan to increase awareness concerned for the public safety. While these methods may help decrease the happenings, the only way to stop selfie-related injuries and deaths is if everybody takes responsibility - Not just for themselves, but also, their friends. He /She does while selfie in public places activities based upon in their knowledge outside the public premises because simply having universal access to technology has changed assumptions about pedagogy. That is nothing at all peculiar to public places, it is happening all over the world.

REFERENCES

- Ahmad, M. (2020). The Sociology of Selfies. *International Journal of Creative Research Thoughts (IJCRT)* 8(7), 211-230.
- Alblooshi, A (2015) Self-Esteem Levels & Selfies: The Relationship between Self-Esteem Levels and the Number of Selfies People Take and Post, and the Uses and Gratifications of Taking and Posting Selfies. (Thesis Submitted for the Degree of Master of Science in Mass Communication Middle Tennessee State University), Nashville, TN.
- APP. (2019). *Selfie attempt kills Pakistani girl, father*. <https://gulfnnews.com/world/asia/pakistan/selfie-attempt-kills-pakistani-girl-father-1.1563290542432>
- Barry, C.T., et al. (2017). “Let Me Take a Selfie”: Associations between Self-Photography, Narcissism, and Self-Esteem. *Psychology of Popular Media Culture*, 6(1), 48–60.
- Barthes, R. (2000). *Camera lucida: Reflections on photography*. London, UK: Fontana.
- Bartky, S. L. (1990). *Femininity and domination: Studies in the phenomenology of oppression*. New York, NY: Routledge. doi:10.1080/17540763.2012.702123
- Bennett, S. (2014). *A brief history of the selfie (1839–2014)*. *Mediabistro*. http://www.mediabistro.com/alltwitter/first-ever-selfie-history_b58436
- Bettykoshy (2018), A Descriptive Study to Assess the Level of Selfitis among College Students of Parul University, Vadodara, ICCRJNR, Jul – Dec, 3(2), 42-48.
- Boursier, V., Gioia, F., & Griffiths, M.D. (2020). Selfie-engagement on social media: Pathological narcissism, positive expectation, and body objectification – Which is more influential? *Addict Behav Rep*. 2020 Jun; 11: 100263. doi: 10.1016/j.abrep.2020.100263 PMID: PMC7244909
- Bushak, L. (2015). *Selfies can reveal personality traits: What your duckface*

says about you. *Medical Daily*. <http://www.medicaldaily.com/selfies-can-reveal-personality-traits-what-your-duckface-says-about-you-348296>

- Chua, T. H. H. & Chang, L. (2016). Follow me and like my beautiful selfies: Singapore teenage girls' engagement in self-presentation and peer comparison on social media. *Computers in Human Behavior*, *55*(2), 190–197.
- Chaudhari, B.S. & Pati, K. (2019). Correlation of motivations for selfie-posting behavior with personality traits. *India Psychiatry Journal*, *Jan-Jun 28*(1), 123-129. doi: 10.4103/ipj.ipj_30_19. Epub 2019 Dec 11.
- Coulthard, N. & Ogden, J. (2018). The impact of posting selfies and gaining feedback ('likes') on the psychological wellbeing of 16-25-year olds: An experimental study. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, *12*(2), 4. <https://doi.org/10.5817/CP2018-2-4>
- Dokur, M., Petekkaya, E., & Karadağ, M. (2018). Media-based Clinical Research on Selfie-related Injuries and Deaths. *Ulus Travma Acil Cerrahi Derg* *24*, 129–135.
- Durand, R. (1993). Event, trace, intensity. *Discourse*, *16*(2), 118–126.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison*. London, UK: Allen Lane.
- Fraser, N. (1990). Rethinking the public sphere: A contribution to the critique of actually existing democracy. *Social Text*, *(25/26)*, 56–80. <http://www.jstor.org/stable/466240>
- Garcia-Montes, J.M., Caballero-Munoz, D., & Perez-Alvarez, M. (2006). Changes in the self-resulting from the use of mobile phones. *Media, Culture & Society*, *28*(1), 67–82. doi:10.1177/0163443706059287
- Gómez Cruz, E. & Meyer, E. T. (2012). Creation and control in the photographic process: iPhones and the emerging fifth moment of photography. *Photography*, *5*(2), 203–221.

- Hassan, K. & Sadaf, S. (2020). Capturing selfie: Personality Traits and Behaviors among the Students of Different Universities in Lahore, *International Journal of Advancements in Research & Technology*, 7(1), 110-114.
- Lamba, H. et al. (2015). *Me, Myself and My Killfie: Characterizing and Preventing Selfie Deaths*. doi: <http://dx.doi.org/10.1145/0>
- Joy, D. & Venkatachalam, J. (2019). Personality and Selfie-Liking Behavior among College Students. *The Research Journal of Social Sciences*, 10(6), 293-299.
- Kalayeh, M. M., Seifu, M., LaLanne, W., & Shah, M. (2015). How to Take a Good Selfie? doi: <http://dx.doi.org/10.1145/2733373.2806365>.
- Kazi, M. (2017). Pakistani doctor publishes first research piece on selfie deaths.
<https://tribune.com.pk/story/1492612/pakistani-doctor-publishes-first-research-piece-selfie-deaths> Retrieved 15-07-2015, from crcv.ucf.edu/papers/acmmm15/Selfie.pdf
- Keller. (September 10, 2014). What do your selfies say about you? *Aljazeera America*. <http://america.aljazeera.com/articles/2014/4/7/selfie-psychologydata.html>
- Koliska, M. & Roberts, J. (2015). Selfies| selfies: Witnessing and participatory journalism with a point of view. *International Journal of Communication*, 9 (14).
- Kress, G., & van Leeuwen, T. (2004). *Reading images: The grammar of visual design*. London, UK: Routledge.
- Kumar, H. et al. (2017). Internet and Selfie dependence among medical students. *Journal of Contemporary Medicine and Dentistry*, 5(2), 29-35.
- Lasén, A., & Gómez Cruz, E. (2009). Digital photography and picture sharing: Redefining the public/private divide. *Knowledge, Technology & Policy*, 22(3), 205–215. doi:10.1007/s12130-009-9086-8.

- Library of Congress. (2020). *Carte-de-visite views, 1865-75(?) of famous cities, towns, and buildings of Europe*. <https://www.loc.gov/item/2005692433/>
- Limjoco, P.R. & Bautista, V.M. (2016). Students' Behavioral Intentions to Indulge in Selfie and Groupie Activities: A Path Analysis. *IJABER*,14(2), 1219-1235.
- Lingwood, J. (Ed.) (1986). *Staging the self: Self-portrait photography 1840s–1980s*. London, UK: National Portrait Gallery.
- Lobo, S.S. & Gowda, Y. (2016). The Selfie Phenomenon: Self- Presentation and Its Implications. *International Journal of Computational Research and Development* 1(1), 147-153.
- Mazza, M., Cresci, S., Vigna, F. D., La Polla, M. N., & Tesconi, M. (2016). #selfie: mapping the phenomenon. *Istituto di Informatica e Telematica (Technical Report-IIT TR-08/2016)*.
- O'Brien, M. & Sible, N. (Eds.). (1995). *The Photographic eye: Learning to See with a Camera*. Massachusetts.
- Priya, Venkatesan & Vijayalakshmi (2018),Selfie addiction among College Students. RESEARCH REVIEW *International Journal of Multidisciplinary*, 3(9), 78-81.
- Mohamed, E.S. & Karim, A. (2019). Effect of selfie addiction on self-esteem, body image, and academic achievement among Faculty of Nursing students. *Egyptian Nursing Journal*, 16(2), 80-91. DOI: 10.4103/ENJ.ENJ_5_19
- Mullai, E. et al. (2017). Selfie-Mania Influence on Adolescent Self-Esteem. *Interdisciplinary Journal of Research and Development, Alexander University, Albania*, 5(2), 95. (Paper presented in 1-st International Scientific Conference).
- Nemer, D. & Freeman, G. (2015). Empowering the Marginalized: Rethinking Selfies in the Slums of Brazil. *International Journal of Communication*, 9, 1832-1847.
- Mehmood, M. (2017). Selfieeeeeeee!. *Annals of Emergency Medicine*,70(3), 434 – 435.

- Nadkarni, A. & Hofmann, S.G. (2012). Why do people use, Facebook? *Personality and Individual Differences*, 52(3), 243–249.
- Naqash, T. (2018). *Six killed as footbridge collapses in Azad Kashmir*. <https://www.dawn.com/news/1407540>.
- Nightingale, V. (2007). The camera phone and online image sharing. *Continuum: Journal of Media & Cultural Studies*, 21(2), 289–301. doi:10.1080/10304310701278157.
- Oxford Dictionaries word of the year 2013. (2013, November 19). [Web log post]. Retrieved from <http://blog.oxforddictionaries.com/press-releases/oxford-dictionaries-word-of-the-year-2013>.
- Rizzo, C. (2015). *More people have died from selfies than shark attacks this year*. <https://mashable.com/archive/selfie-deaths>.
- Rutledge, P. (2013). Selfies linked narcissism addiction to mental illness. *Psychology today*. <http://www.Ibtimes.co.uk/selfies-linked-narcissismaddiction-to-illness-say-Scientists-1441480>.
- Safna, H.M.F. (2017). Negative Impact of Selfies on Youth. *International Journal of Computer Science and Information Technology Research*, 5(3), 68-73.
- Saleem, B. (2018). Think Twice Before Next Selfie as Pakistan Rank Second In ‘Global Killer-Selfie. <https://www.meshpedia.com/think-twice-before-next-selfie-as-pakistan-rank-second-in-global-killer-selfie/>
- Sekula, A. (1986). The body and the archive. The MIT Press, 39 (Winter 1986), 3–64. <http://www.jstor.org/stable/778312>.
- Sharma, A. (2016). A Study of Impact of Self-Portraits (Selfie) on Self Image of Disabled Students Studying in Higher Education. *International Journal of Education & Applied Sciences Research*, 3(6), 12-21.
- Singh, S. & Tripathi, M. (2017). SELFIE: A New Obsession. *SRN Electronic Journal*. doi: 10.2139/ssrn.2920945. <https://www.researchgate.net/publication/313859405>.
- Som, N., et al. (2017). Assessment of selfie addiction among professional

medical students of Rama Medical College Hospital and Research Centre, Mandhana, Kanpur. *Indian Journal of Forensic and Community Medicine, October-December 2017, 4(4), 261-266.*

Sontag, S. (1977). *On photography*. New York, NY: Doubleday.

Sorokowski, P., Sorokowska, A., Oleszkiewicz, A., Frackowiak, T., Huk, A., & Pisanski, K. (2015). Selfie posting behaviors are associated with narcissism among men. *Personality and Individual Differences 85*, 123-127.

Saroshe, S., Banseria, R., Dixit, S., & Patidar, A. (2016) Assessment of Selfie Syndrome among the Professional Students of a Cosmopolitan City of Central India: A Cross-sectional Study, *International Journal of Preventive and Public Health Sciences, 2(2), 1-6.*

Spence, J. (1986). *Putting myself in the picture*. London, UK: Camden Press.

Tagg, J. (1988). *The burden of representation: Essays on photography's and histories*. London, UK: Macmillan.

Tajuddin, J. M., Hassan, N. A., & Ahmad, R. (2015). Social Media Usage among University Students: A Study on Selfie and Its Impacts. *Global Journal of Business and Social Science Review, 1(1), 126-134.*

Tarar, M.A., et al. (2017). Socio-Economic and Psychological Determinants of Selfie Developing Behavior among Youth in Dera. *Transylvanian Review, XXV (20), 5079-5084.*

Taylor, P. (2014). *More than half of millennials have shared a 'selfie*. Pew Research Center. <http://www.pewresearch.org/facttank/2014/03/04/more-than-half-of-millennials-have-shared-a-selfie/>

Tifentale, A. (2014). The selfie: Making sense of the “masturbation of self-image” and the “virtual mini-me.” <http://selfiecity.net/#theory>

Veena, G. & Krishnamurthy, M. (2015). Perception Towards Capturing Selfies and Its Impact Among Students of Mangalore University: A Study. *International Journal of Digital Library Services, 5, (4).*

- Weiser, E.B. (2015). #Me: Narcissism and its facets as predictors of selfie-posting frequency. *Personality and Individual Differences*, 86, 477–481.
- Wickel, T.M. (2015). Narcissism and Social Networking Sites: The Act of Taking Selfies. *The Elon Journal of Undergraduate Research in Communications*, 6(1), 6-12.

About the Authors

Meet our Contributors

Prof. Dr. Hamadullah Kakepoto is a senior professor and Chairman of the Department of Sociology, University of Sindh, Jamshoro. His academic experience is spread over 30 years in the field of education and research. He can be contact on email: hamad@usindh.edu.pk

Dr. Taha Shabbir is currently working as Assistant Professor in the Department of Mass Communication, Federal Urdu University of Arts, Sciences & Technology, Karachi. His email is tahashabbir51@gmail.com

Prof. Dr. Nasreen Aslam Shah is Meritorious Professor in the Department of Women Studies, University of Karachi. Email address: nashah61@uok.edu.pk

Dr. Rubina Masum is Assistant Professor is currently in the Faculty of Management Sciences, Iqra University, Karachi, Her email: rubina.masum@iqra.edu.pk

Dr. Kausar Perveen is an Associate Professor in the Department of Sociology, Faculty of Social Sciences, University of Karachi. Her email address is Kausar.ku22@gmail.com

Dr. Sabir Ahmed is Associate Professor and HoD in the Department of Mass Communication and Media Studies, Greenwich University, Karachi. His email is drsabir@greenwich.edu.pk

Dr. Kiran Hashmi is an Assistant Professor at Ziauddin University. Her email address is drkiranhashmi@gmail.com

Dr. Hamida Narijo working as Assistant Professor at University of Sindh, Jamshoro. Her Email: hnarijo@gmail.com

Dr. Abida Parveen is a faculty member at the Sheikh Zaid Islamic Center, University of Karachi. She has vast experience in her field.

Dr. Aazadi Fateh Muhammad is a faculty member at Federal Urdu University of Arts, Sciences & Technology, Karachi.

Tahira Parveen is PhD Scholar Federal Urdu University of Arts, Sciences & Technology Karachi, Karachi. Her email is tt.tahiratariq@gmail.com

Sanam Tajammul is PhD Scholar in Department of Media Studies, Sindh Madressatul Islam University, Karachi. She is also Lecturer at Greenwich University, Karachi.

Aalumger Shah is PhD Scholar at the Shaheed Zulfiqar Ali Bhutto University working on thesis under supervisor Dr. Kiran Hashmi. Email: idl.linguistics@gmail.com

Muhammad Abdullah Avais is PhD Research scholar submitting his thesis at University of Sindh, Jamshoro. Email: abdullahawais77@yahoo.com

Noor Mohammad is a PhD Scholar at Hamdard University, Karachi and working as an Assistant Professor in the Faculty of Education, Lasbella University. His email is noorm_noor@yahoo.com



Greenwich University

NEW HORIZONS

About the Journal

New Horizons (NH), is an International peer-reviewed, open-access academic research journal published by the Faculty of Social Sciences Greenwich University, Karachi, Pakistan. *NH* is published bi-annually in January and July every year. The journal publishes academic research articles concerning social trends, issues, and future perspectives. *NH* disseminates innovative research comprising of vast array of multidisciplinary fields and sub-fields related to social sciences so that the academia and society can benefit from the emerging opportunities stimulated by technological, political, societal, and global changes. Researchers from diversified subject areas related to Education, Psychology, Economics, Sociology, Social Work, Languages, Public Administration, Political Science, International Relations, Mass Communication, Media Studies, and other Inter-related subjects are invited to publish their contributions.

Scope & Mission

New Horizons heralds the research discourse among academic researchers, social scientists, and other intellects about advances in Social Sciences, specifically those stimulated by Advancements in Learning and Innovation, which intend to transform the societal, political and economic structure. *NH* provides an academic platform for academic professionals and researchers to contribute original, unpublished, and novel researches in the fields stated above. *New Horizons* carries original, full-length research papers that reflect latest researches and developments in both theoretical and practical aspects

of National and International multidisciplinary Social Science studies.

Plagiarism Policy

New Horizons (NH) has no tolerance policy against plagiarism. All submitted manuscripts are scanned for similarity Index (SI) through the plagiarism detection software. If the similarity index of the text is more than the acceptable threshold i.e. 18% (including references, bibliography), the paper is rejected or returned back to the authors for modification. Please refer to the Ethical Guidelines for authors for the journal for further details regarding plagiarism.

Author Guidelines

New Horizons accepts and prefers manuscript on the following basic criteria:

- Novelty
- Innovativeness
- Originality
- Robust/Advanced Methodology

Before Submission:

- Before Submission of an article, author(s) should carefully read the Publication Ethics, Open Access Policy and Plagiarism Policy of the Journal.
- When received, manuscripts are first evaluated in terms of quality and fit with the Statement of Editorial Policy.
- Author(s) should ensure that the work is original, has not been published previously and it is not under consideration for publication elsewhere.
- Articles must report new theoretical and/or empirical results that have not been published previously. If the manuscripts employ data that are expressed

in another manuscript, Editor must be informed of this at the time of the submission.

- Article must not have been previously submitted to *NH* for review. If the manuscript, or an earlier version of it, was previously rejected by *NH*, this information must be clearly communicated by the corresponding author to the *NH* Editor at the time of submission.
- The only exception to the “previous publication” rule is a paper included in a conference proceeding, where the paper is work in progress toward the manuscript submitted to *NH*. In this case, the Author must inform the Editor about the conference details, and the title of the conference proceedings publication. *NH* will have the copyright to all published articles.
- Publication must be approved by all author(s) of the paper through undertaking (available on the Journal’s website and management system).
- Author(s) should carefully list and order their names on the first page of the article. *NH* allows maximum three (03) authors/co-authors for each manuscript. An author’s name will not be added or deleted after the manuscript is submitted.
- Articles should be in English but *NH* welcomes manuscripts from authors whose first language is not English. Manuscripts must be formatted according to the *NH* format. Authors of poorly worded manuscripts are advised to seek professional editing assistance prior to submission otherwise the paper may be desk rejected.
- Manuscripts will not be accepted after the closing date mentioned in the ‘Call for Papers’ for each edition.
- Author(s) should communicate the Editor/Editorial through emails only, regarding paper publication status and related matters.
- The review process may take from eight weeks to twenty four months depending upon response from the reviewers and compliance from authors. After satisfactory review, the editorial board accepts the paper for publication.

- All papers are published under Creative Commons Attribution 4.0 International (CC BY 4.0) license.

Manuscript Submission:

- Author(s) should submit the article through the journal's online submission system only. Author(s) are required to register/sign-up on the website <http://greenwichjournals.com/>. On successful registration, authors can upload the article according to the journal's prescribed format and other submission prerequisites.
- Authors should note that all submitted articles are refereed through a double-blind peer review process which means that author's identities remain unknown to reviewers and vice versa throughout the reviewing process.
- Articles should be about 6,000 to 9,000 words. Word count includes everything: abstract, text, endnotes, references, tables, figures and appendices.
- Articles should be formatted in single or double spacing, in Times New Roman size 12 font.
- The first page should contain the full title of the article and full names and affiliations of all authors including email address of the corresponding author.
- The format of the manuscript should be as follows:
 - i. Abstract (up to 250 words)
 - ii. Keywords (up to 06 words)
 - iii. Introduction
 - iv. Literature Review
 - v. Research Methodology
 - vi. Results and Conclusion

vii. Research Recommendations (if any)

viii. Acknowledgement (if any)

ix. References (APA 6th Style)

- Research notes should be under 4,000 words, including everything in the manuscript. Research notes should have the same rigor, style and tone as full-length articles. Research notes are diverse from articles in their contribution as they cover a specific audience, are more technical.
- References should be verifiable and cited in the text by the last name of the authors (all authors, if max four, the first author and et al when more than four) followed by the year, in descending chronological order. All references in the bibliography should be listed in alphabetical order of the authors last names followed by date of publication and other complete details.
- There should be at least 20 references given in the manuscript. References should be cited from new/latest studies. Anonymous (Anon) references are not accepted. The Journal follows APA 6th referencing style.
- The manuscript should include all necessary and complete information within the main text, not as footnotes & Endnotes.
- Authors will make sure that all tables, graphs, and diagrams are in black and white in Times New Roman, font size 10. Tables in picture format will not be accepted.
- Manuscripts not following the guidelines will be returned immediately without review.

After Acceptance:

- Authors will be notified about the acceptance / rejection of the paper through email.
- Accepted manuscript will be sent to the corresponding author for final proof reading. No editing or proofreading will be allowed after publication of the article.

Publication Ethics

This journal follows the Publication Ethics guidelines prepared by the Higher Education Commission of Pakistan which are available at www.greenwich.edu.pk/publications/nh

Disclaimer

The analyses and views expressed in the journal publication are those of authors and do not necessarily reflect the views of the publishers. Greenwich University and the Editorial board is not responsible for the statements, contents, opinions expressed, or conclusion drawn by the contributors of the *New Horizons*.

For a detailed information about *New Horizons* and updated policies, please visit the journal's website. Greenwich University reserves right to make any changes in the above policies without any prior notification.



Greenwich University

Pakistan – Mauritius

Call for Papers

The editorial team of the *New Horizons (NH)*, initiates a “Call for Papers” in all areas of Social Sciences. We welcome high quality original research papers, survey papers, case studies, review papers and extended version of scholarly articles presented in conferences, for forthcoming issue of *NH* to be published in January 2022. The last date for submission for the upcoming issue is October 10, 2021. Manuscripts received after the deadline will not be considered for publications.



FOR INFORMATION

1. The Faculty of Social Sciences, Greenwich University publishes *New Frontiers in Human Research Journal* in the month of January and July.
2. The subscriber must give change of address, notice 10-15 days before the issue of journal, on email: journal_gf@greenwich.ac.uk. Please furnish old address label along with new address, to ensure proper identification.

Area	Annual Subscription	Per copy of Journal
India:	Rs. 500/-	Rs. 500/-
Overseas:	US \$ 25.0 Postage included	US \$ 13.0 Postage included



Greenwich University

GREENWICH - BRITAIN

WHITE CHAMBERS, 10-11, Old Street, London, EC1A 3BU, U.K. (London) TEL:

TEL: 44(0)20 7593 0077 FAX: 44(0)20 7593 0064 U.K. TEL: 1 1 202 300

FAX: 44(0)20 7593 0060 E-mail: journal_gf@greenwich.ac.uk URL: www.greenwich.ac.uk

WHITECHAMBERS BRANCH CAMPUS: 11-8, Green, University, Royal, Maritime, Tel: 4228 3440000

Fax: +202 456034 E-mail: journal@greenwich.ac.uk URL: www.greenwich.ac.uk