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## **STUDY THE WOMEN STATUS IN THE BALOCH SOCIETY: A CASE STUDY OF MAKRAN DIVISION, BALOCHISTAN PROVINCE.**

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### ***Abstract***

*Women empowerment and reduction of gender gap is one of the most domineering issues in the underdeveloped world in general and throughout Pakistan in particular. Increased spate of domestic violence and gender biases have captivated the women rights organizations around the globe to impress upon these regions to harmonize women issues along the other top priority issues of the world. Makran Division of Balochistan (Balochistan is the largest, but most underdeveloped province of Pakistan) being the case study of the given research portrays a more comprehensive and more broadened picture of how better the women are treated in this part of the Baloch society enjoying a more dignified status. Looking from the prism of socio-economic and political aspects, women marginalization is more theoretical than practical and they maintain a well-respected and more liberal outlook. Historically, women have remained the focal point of folk stories, poetry, literature and political ups and downs of Baloch society. Dignity and honor preserve the rightful status of women in the society, but they have never engulfed women with honor killing of which the cases are highly rare and few and far between. Where the rural areas see some home confinement of the women keeping them from education and employment, cities of Makran Division are more progressive*

*in terms of women education and women employment. Whereas women are discouraged from private sector employment like working in NGO's and other private organizations or companies, government sector employment has registered rapid increase in the number of women employs. Women are more progressive minded and are endeavoring to equally contribute in the societal development culminating in a reduced gender gap. Thus, the people of Makran have elevated women to a dignified status and moving toward women empowerment despite the prevalence of conservative ideas and backwardness.*

**Keywords:** Women Status, Baloch Society, Makran, Balochistan, Province.

## **Introduction**

The repute of women in Baloch society is a topic with significant research and significant literature; however it has by no means been narrowed to specifying it from the context of Makran Division. However, something resources are available, they're properly utilized to maintain with the research and a comparative and sufficient literature is collected. There isn't any denying the fact that women are the critical a part of each society without whose energetic function, the society is rendered dormant and stagnant. Development, prosperity, tranquility and cohesion of the social bonds are truly accomplished most effective inside the experience while girls are dealt with no discrimination and supplied with every fair opportunity to contribute within the uplifting of the society with the aid of all method viable. (Lagerweij, 1999)

The thriving norms in which the women hold a highly dignified status is not something that has evolved through awareness campaigns or other pertinent programs, in fact, this has evolved from an institution that is called family. In the Baloch society, women are valued in every aspect of life. Seeking inspiration from their elders, the children do find this

dignity and respect in them as they grow to become responsible family members and responsible community members. Women have been subjected to different means of heinous tortures and oppression throughout history in other societies and they are still under oppression in many parts of the backward regions of the world, but the ratio of violation of women rights, the ratio of domestic violence and the ratio of honor killing or acid throwing is not comparatively much better in the Baloch society, but it is the lowest in the entire country of Pakistan.

A much flexible behavior toward the women as compared to other nations of Pakistan, Baloch society in spite of backwardness and underdevelopment has maintained a respectable position for women where their views are valued, their position as mothers, as sisters and as wives is much valued and their family status has been in the process of improvement, especially, in the wake of the education revolution that came in the Makran Division in 2001. The gender discrimination has also considerably diminished in the Makran Division with the growing number of women seen employed in the telecommunication field and other leading fields like medical, engineering and other professional fields. The pace toward the gender equality has been remarkable in the Makran Division. (M, 2005)

The history bears witness to the unparalleled respect and dignity Baloch women hold in the society that no other civilization prior to the modern world could even grasp. Even before the women rights had become a global reality, Baloch women held their dignity and distinctive value and status in the Baloch society where their honor, their socio-economic rights and their protection were always kept in priority. The given facts are further proven and endorsed by the epics and poetry of the Baloch stretching over centuries. There is no denying the veracity that Baloch have throughout history been in the status of illiteracy and underdevelopment, yet their cultural norms have thrived in a way where women have been

regarded as equals of men in many aspects of life. Women have been bolstered as mothers, as sisters and as wives to come forward and help the society in the moral growth. (Lagerweij, 1999).

Their legal, economic, social and political and empowerment policies are the main objectives of the government. Pakistan being an Islamic republic should ensure the right of women by all means in the province there will not be single hindrance in the path of government by the people. (Ahmed, 2014) This is the women who symbolized as the chief character of a culture in every society but in this society she attains some social respect but deprived from the basic rights of modern world. Women in other parts of the world are playing a paramount role for the construction of the nations but the case with Balochistan is quite different. Women regard as the most respectable part of society but, deprived from education, jobs, and public forum activities. For this only the society is not responsible state is also not focusing women development in the province. (Sha, 2014).

Female education ratio is high in Makran then that of the other regions of the province. The educational rights, decision power and power of leadership have been given to the women in Makran an example has been quoted that Zubida Jalal one political worker from Makran Turbat served as Federal Educational minister. Though women in every walk of life in Balochistan possess a respectable status but Makran is the only providing opportunity to women in politics, economic and education. The norms and values of the society are also protected by the women, the cultural identity is also in save side and the ratio of progress is going forward (Haq, 2010). By the inspiring role of these women today a nature of self-decision has been taken by the women in Baloch society. The days have been changed now a girl from Makran goes to other parts of country for quenching her thirst for knowledge. In same way in every field Music, poetry and other parts of life renowned women are playing their role so on these are the



example by which women are contributing in their respective field (Lagerweij, 1999).

Baloch society hand over man the all rights socially, politically and economically but lack of opportunities made this a great hindrance in the way of progress. In political field women acquired a paramount status, respect and the power of decision making. There is no denying the fact that in a Baloch society women possess a tremendous status but lack of opportunities becomes hindrance in their part of rights. A framework is the dire need of the time to be settled for the protection of women development and protecting their rights. Their legal, economic, social and political and empowerment policies are the main objectives of the government. Pakistan being an Islamic republic should ensure the right of women by all means in the province there will not be single hindrance in the path of government by the people. Women rights and their status in the society is one of the most debated topics in the world. It is raised vigorously in the advanced countries of the world whilst it paints a very bleak picture in the underdeveloped world. The technologically and economically backwardness countries often register poor education and ubiquitous exploitation and misery that ultimately leads to the sort of might is right kind of practices. These practices often fall on the weak actors of the society who most likely appear to be women and children. They undergo different modes of exploitation and remain at the receiving end. Women are the victims of persecution; the crimes even do not go advertised against women. Throughout history, women have been subjected to numerous tortures and victimization and they have remained submerged in the world dominated by males with more rights and more privileges and even more power as compared to women. Whereas the modern world does take a bold initiative for women rights and non-discriminatory approach toward women, there some cultures do hold a high status for women. Among those cultures is that of the Baloch

culture where the women are held in high esteem and with deep respect and dignity (Ahmed, 2014).

The respect and dignity the Baloch women receive in their society does not spring up from the globalized world or modernization, as a matter of fact, it is an integral part of the culture which has been being practiced for centuries in Balochistan. They have been overtime encouraged to participate in the process of development in the Baloch society. In this case, the division of Makran holds the greater tribute for giving more space to women to come forward and consume their skills and talent to serve the society. This service is both in the public as well as the private sector. However, the fact that remains under the shadow is that the status with which women are held is often ignored by the media. Drawing an end on the factors of ladies function in the context of schooling, from the context of fitness and associated facilities and the cost and function of women in the contribution of improvement will assist understand that whether or not the remedy they receive does meet the international residing standards or at the least the cultural and ethical requirements. A brief, however comparative look at of repute of girls in Baloch society and other regional societies will also take area to draw a chook's eye view of the topic if you want to supply the know-how that the remedy women receive in Baloch society is abysmal or appreciative. In the beyond couple of decades, Baloch women had been greater contributive and greater participating towards improvement. They have been the part of mainstream development and their function in each element of social and financial in addition to political lifestyles is increasing hastily.

Educational empowerment in the society has colossal hurdles for the societal development in tribal areas of the province. Women education is as important as others in society. Nevertheless, women education is ranked very poor in the province. The system of disappointing female education is part of the society from the very start and is still having influence

in major areas. This mind set is creating and enhancing a great gender gap in the prevailing system. This is critical in light of the fact that education gives her the development to think for all intents and purposes and take choices for herself. The province is lacking behind from all progressive race is because of the low participation of women in daily affairs and education. (Tariq, 2012). This is truly a great fact that the women in a backward society are equally contributing to the development of the society yet they are not being advertised. The reason why they should be advertised is the fact that this advertisement will give them more scope for development and rejuvenate the society with a new spirit to help women rise up. There is no denying the fact that there is a huge gender gap in many parts of Balochistan and there have been numerous cases of domestic violence where the women are subjected to constant torture and confined to the four walls and alienated from the rest of the society. This torture is not necessarily physical, but the most painful torture is that of the mind. Women are highly kept under suspicion for their every activity and are kept accountable for everything they do wherever they go. This has culminated in a huge gender gap that as a result has seriously affected the cause of women empowerment in those parts of Balochistan. Certain cases are ore high in the rural areas where the people have no access to modern education and they cannot make a pace with the modern requirements. (Paterson 2008). Women empowerment remains a credible question and the women in the rural areas are far from contributing in the social and local development. The lack of education is so common that it depicts a very bleak picture of those rural areas. There is no modern medical facility in those areas that is why thousands of women die every year giving birth to their children and they suffer other maternal health issues that cannot be cured in the rural areas.

**Statement of the problem**

The role being played by the women in every aspect of development and moral upgrading of the society is being ignored by the general society. They are not being emboldened to step forward and play the key role that is essentially crucial to steer the society out of backwardness and direct it toward prosperity and progress. The statement of the problem of this research topic is the lack of attention being received by the women who are already engulfed in the gender discrimination and the lack of interest by the social welfare actors and the campaigners of women rights who only advertise the facts that polish their own interests, but never take genuine steps to drive the society out of the discriminatory scenario on gender basis.

**Objectives of the present study:**

1. To find out the demographic information of the respondents.
2. To understand how women specially are treated with particular her counter-partner and rigid societies in Makran Division.
3. To examine comparative the status, position and treatment of girls in different leading societies.

**Scope of the Research**

Present research was not only worthwhile for the intended beneficiaries but also fruitful for the policy makers, planners and educate to stimulate the gender-based dimension and implications.

**Research Methodology**

Present topic regarding the status of women in Baloch society; as a case study of Makran Division. The statistical techniques are simply quantitative in nature while the translation of the results, guidelines primarily based on analysis and descriptive have a look at are qualitative in nature. Descriptive evaluation is the primary portion of the qualitative approach as it explains extensive the ancient, gift and comparative points of

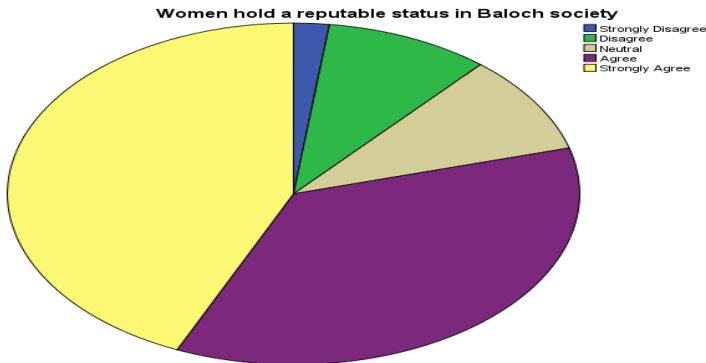
perspectives on how ladies in standard and the way the Baloch women in particular are handled and what function they play inside the uplifting of the society as a whole. Population of the research was distributed among the three districts of Makran Division namely Gawadar, Kech and Panjgur. The population sampling age ranged from 17 to 39. Among this population were also students and social workers who actually hailed from these districts. Non probability convenience sampling technique was used in the given research. In the present research, the sample for the research was 200 people chosen from three districts of Makran Division namely Gawadar, Kech and Panjgur. All the respondents were local people. Survey method was found most appropriate for data collection. Close ended questions were formed. The questionnaires were distributed through face to face communication in Turbat while for Panjgur, they were dispatched through courier where they were received by the social workers of Panjgur who personally undertook the filling of the questionnaires. An Interview schedule was designed containing five variables for each question in which a number of questions pertinent to the topic and pertinent to the respondents were asked. SPSS used for the data analysis.

### **Results and Discussion**

The Pearson correlation finds the relationship (positive and negative) among independent and dependent variables. The cor relational value falls between up to 1, whereas the sign reveals the influence of one variable on the others as positive or negative. The statistical results revealed that the women are held in high esteem and enjoy a much better status in the society of Makran as shown in table-1.

**Table-1. responses by gender of respondents**

<i>Gender</i>	<i>Frequency</i>	<i>Percent</i>
Male	59	60.7
Female	41	39.3
Total	100	100.0

**Figure-1. Women hold a reputable status in Baloch society**

From the above results we come to this point that mostly the respondents agree about the women have reputable status in Balochistan. Figure-1 results describe that 36% people of Makran agree and 43% people strongly agree for the above statement among of them just approximately 10% are neutral. An overwhelming number of people have shown affirmative response toward this particular question. In this case, the division of Makran holds the greater tribute for giving more space to women to come forward and consume their skills and talent to serve the society. Women had been confined to their homes as a part of their traditional and cultural practices in the past, however, with the arrival of greater education and awareness and being exposed to globalizing trends, Baloch society has considerably transformed and women are allowed

much greater space to work and contribute in societal development.

**Table-2 Women have been a key to development in Makran Division.**

Scale	Frequency	Percent
1.00	13	8.7
2.00	76	50.7
3.00	29	19.3
4.00	23	15.3
5.00	9	6.0
<b>Total</b>	<b>150</b>	<b>100.0</b>

Table-2 mentioned the relevant results 50.7% people disagree and just 15.3% agree that Women have been a key to development in Makran Division so it means the women are not having participation for development of Makran. They are more valued as housewives and to remain in the confinements of the homes. The results vary from question to question and they differ in the opinions of the respondents. Same is the case in the given results. People have liberalized in Makran in a far accelerating pace; however, there are still conservative and orthodox people whose opinions prevail in the society. They still hold the opinion that working of women shoulder with shoulder for development.

**Table-3 Women have the freedom to participate in economic activities like doing jobs and business**

Scale	Frequency	Percent
Strongly Disagree	28	18.7
Disagree	85	56.7
Neutral	13	8.7
Agree	11	7.3
Strongly Agree	13	8.7
Total	150	100.0

Women have the freedom to participate in economic activities like doing jobs and business on this point most of the people are disagreeing so the above results mentioned that 56.7% disagree and just 7.3% are agreeing. Females are the essential portion of every single the social order lacking whose lively starring role, the social order is reduced latent and motionless. But in case of the freedom to participate in economic activities like doing jobs and business, the SPSS results and findings prove that this phenomenon has not yet been materialized in Makran where still most of the work is handled and controlled by males and where the ratio of women participating in the economic activities is highly discouraging. Given these figures it is assumed that the respondents are of believe that the freedom of women ought to be maintained in order to ensure their participation in the economic activities and the uplifting of the society as a whole.



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**Conclusion**

At first the topic was discussed in detail that what is Baloch society and what are the values of women in this society and how they are treated by the dominating males. Besides their values, the role and contribution of women in the Baloch society toward development was also discussed. Since Balochistan was the main focus of the study in the general perspective, Makran was taken as a case study in this regard. An exhaustive and deeply analytical survey of the given research reveals that no matter how backward the Baloch society is; it has maintained a quite affirmative attitude toward the otherwise weak and mostly victimized gender, female. A survey was conducted through the questionnaires that were distributed in different educational, health and other departments and many of them were distributed among the students as well who gave their opinions and those opinions were then analyzed through the prism of SPSS software.

**Key recommendations**

Recommendations are based on the current situations that are prevailing in Makran. All these recommendations indicate a positive angle and these positive angles need to be improvised and worked upon. It is the duty of every responsible citizen to contribute for the cause of empowering women in one way or the other. Given the observations of the results and findings from the SPSS formula, following are the key recommendations that are suggested forward with reference to the given research topic.

***Encouraging women toward the private sector***

Private sector is that part of the economy and the free market that is not controlled by the state and the state holds the least interference in this sector. The franchises, the organizations and the companies in the private sector are not owned by the government, in fact, is the sector where the individuals dominate. This is called free market because anyone either having the capital or the skills to survive in the competing environment is free to participate. Private sector has become a

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reality of the modern world. Since the private sector has not taken a strong footing in the rural areas and mainly focuses on the urban areas for more capital assets, many parts of Balochistan in general and many parts of Makran in particular do not have direct access to it. Business markets and companies are mainly based in Quetta while NGO's and small telecommunication enterprises have established franchises in other parts.

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**“The 18<sup>th</sup> amendment and its impacts upon the socio-political status of women and women empowerment in Baluchistan.”**

**(RESEARCH PAPER)**

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**ABSTRACT:**

*The 18<sup>th</sup> Constitutional Amendment is a landmark in the constitutional history of Pakistan, by ensuring maximum provincial autonomy to the provinces. Prior to the process of Devolution ,the Federal Ministry for Women’s Development was responsible for chalking out policies and plans for the betterment of Women in Pakistan .The NCSW (National Commission on the Status of Women ) was established to examine the policies for women’s empowerment and women’s protection .The Provincial ministry is taking different steps : establishment of Benazir shelter homes , policy for the home – based workers , micro-credit schemes ,the legislation for the protection of women ,the establishment of Directorate ,and welfare -oriented program for women . The major objectives of the research are to identify those key areas upon which Women Development Ministry is working ,and what are those major gaps in the way of implementation of these policies .What are the future way forward that what Women,s Development Ministry wants to do in future . The Women,s Development Ministry at Provincial level in its transition phase of its development and confronting different types of*

*challenges :the tribal and jirga system , the lack of implementation of laws which are formulated for the women ,the non-establishment of Provincial Commission on the Status of Women ,lack of gender experts ,lack of funds and monopoly of male in Ministry and Directorate etc . After the Devolution, and according to the 7<sup>th</sup> NFC Award ,the major chunk of the Budget is allocated for women in different Education and Health sector . The MDGs (Millennium Development Goals) has been fixed to increase the female literacy rate , larger employment share and to enhance their political representation.*

**KEY WORDS** : 1-The 18<sup>th</sup> Amendment and women empowerment .

2- 18<sup>th</sup> amendment in transitional phase .

3- The performance of Women,s Development Ministry .

## **INTRODUCTION:**

The 18<sup>th</sup> Amendment is a landmark in the constitutional history of Pakistan, by ensuring the maximum provincial autonomy to the Provinces. The Ministry of Women's Development has been devolved from Federal to Provincial level to chalk out the policies

According to the problems and requirements of the local women. The women Development Ministry has launched key reforms in these areas: Institutional Restructuring, fiscal policies and procedures, women employment in public sector and women Political participation .The major objectives of Provincial Women Development Ministry is to is give protection to the women of Baluchistan, and to provide the equal opportunities for the women in all walks of life, and to

do legislation for the betterment of women in the province of Baluchistan. The Women's Development Ministry at the provincial level has passed anti-women practicing Bill 2011 (Vani or Swara , Marriage to Quran and Acid –throwing ), and has highlighted those social evils prevalent in Pakistani society . The working Women Harassment Bill 2010 is passed ,in order to protect the women against the issue of sexual harassment taking place against women at Work places . The different types of Committees are established at different level in offices and universities in order to counter-check these issues of harassment at work places. The police force is also highly motivated to comply with the office of Ombudsman and the other team to counter-check the issue of harassment at work places. There is need for the establishment on the Provincial Commission on the status of Women. The policy is drafted for women empowerment and Gender Equality . There should be adoption for the policy for quality health care . All forms of discrimination and violence should be discarded against women. The women-folk is playing very vital role in agriculture and livestock, so, therefore, the home –based workers, peasants and laborers should be given protection.

### **OBJECTIVES;**

- 1-To highlight those main programs and initiatives of the women's Development Department are carried out under the 18<sup>th</sup> amendment in Balochistan.
2. To probe in to those factors and indicators and capacities of women's Development Department in terms of financial resources.
- 3- To identify those strengths and weaknesses of the Working Women's Development in Baluchistan.

## **REVIEW OF LITERATURE:**

“The letter was drafted to the Secretary of Women Development Ministry, Government of Balochistan regarding devolution of Ministry. The subject matter of the letter was “ Follow up of the Decision of the special committee of the senate to oversee the process of devolution . The undersigned is directed to forward herewith Federal Ministry of IPC Division,s letter bearing No. F.No (1) AS/IPS-2012/4805 dated 11-10-2012 on the subject noted above. You are requested to furnish your comments on the draft legislation for absorption of employees of the devolved Ministries /Divisions forwarded by the Establishment Division ,at the earliest for placing the same before the quarter concerned . Federal Government ,in pursuance of the Constitution ( eighteenth Amendment ( Act 2010 ) and the decisions of the Implementation Commission transferred the employee of the devolved Ministries /Divisions/ Attached Departments / Subordinated Offices to other Ministries / Divisions / Provincial Governments on deputation basis under section 10 of the Civil Servants Act ,1973 . In order to absorb the employees in other Ministries / divisions / Provincial Governments, a draft legislation was prepared by the expert of the Implementation Commission. The draft legislation was forwarded to the IPC Division vide establishment Division’s O.M No. 15 (5) 2011 –MSW-4 Dated : 02-04-2012 . “ (1)

## **The Overall Overview Of The 18<sup>th</sup> Amendment:**

The democratic political leadership of Pakistan has demonstrated a unique vision , imagination and acumen by

cleansing and reforming the Constitution of Pakistan through 18<sup>th</sup> constitutional amendment . Additionally, the democratic dispensation has created an innovative framework of fiscal equalization through 7<sup>th</sup> National Finance Commission (NFC) Award. The structural distortions in governance and judiciary framework have adequately been addressed. With these two landmark initiatives the process of “devolutionary **federalization** “of Pakistan has been set in motion after the disproportionate delay of about sixty long and turbulent years.

“The 1973 constitution of Islamic Republic Of Pakistan consists of 12 Parts, 27 Chapters ,280 Articles and five (5) Schedules . The historic 18<sup>th</sup> Constitutional Amendment was passed unanimously by the National Assembly on April 8<sup>th</sup>,2010 and by the Senate of Pakistan on April 25<sup>th</sup> ,2010 . Subsequently, the Amendment was given accent by the president of Pakistan on April 19<sup>th</sup>, 2010. The 18<sup>th</sup> Amendment has reviewed 100 articles .Out of which 69 Articles were amended ,20 were substituted ,7 articles were inserted ,3 were omitted , one was repealed (this Article relates to the repeal of 17<sup>th</sup> Amendment ) ,sixth and Seventh Schedules were omitted . Additionally, 11 recommendations were also enunciated, which falls with in the executive authority of the Government. “(2)

Indeed ,the 18<sup>th</sup> amendment has re-phrased the federal –provincial relationship . The provincial government can safeguard in a better way the constitution, democracy and people’s rights. It is only possible to devolve the powers by assigning the powers to the provinces. In this enable to participate the people in the decision-making process ,the democracy will be strengthened .In this way ,the objectives of 18<sup>th</sup> amendment can be realized in true spirit .



**PART NO.3;****Women Empowerment Before 18<sup>th</sup> Amendment:**

The issues of gender sensitization and gender equity were getting popularity all over the world . Prior to the Devolution , the powers were handled by the Ministry for Women's Development at national level ."It facilitated legislation for women by reserving 10% seats in Parliament, Provincial assemblies and Local Self- Government...The Pakistani government is fully complying with GRAP ( Gender Reform Action Reform ) and establish crisis center for women .The government is empowering women by fulfilling the international commitments ."(3)

Under the 18<sup>th</sup> amendment, the Ministry of Human Rights paid lot of attention towards women development. The only human rights safeguard is not only condition for women empowerment. The National Commission on the status of women (NCSW) has been retained in order review and formulate the policies for women empowerment and gender equality.

"The issue of women rights protection is recognized in the category of basic human rights. The national and international favors that how gender equality can be ensured. Most of steps have been taken for women empowerment :ie .Benazir Income Support Programme, the Gender Reforms Programs , National Action Plan and Women's Endowment policy etc. The International commitments Like Beijing Declaration 1995 ,Convention regarding the elimination of discrimination Against Women ,and Millennium Developmental Goals and UN Declaration of Human Rights are the guarantor of women rights .The major outcome during

this phase was the approval of numerous bills i.e. Working women Harassment Bill 2010 and Domestic Violence Bill .  
“(4)

### **NCSW (National Commission On The Status Of Women ):**

The issue of gender discrimination is one of the most serious issue of Pakistan . The idea was floated by first Women Rights Committee headed by Mr. Yahya Bukhtiar in 1976 regarding the establishment of Commission for women to discuss their problems and to make policies for them. The women activists have raised this demand to nominate a commission for women. The demand for Commission was further expedited when Prime Minister Benazir Bhutto participated in Beijing Conference 1995. It is a statutory body which was established in July 2000 by General Pervez Musharraf .The National Commission for women is working successfully since its inception .The basic function was to examine those policies and programs which are taken for the sake of development of women .It reviews those laws which are made for the redressal of the grievances of masses .It is dealing with the general information ,analysis of gender issues .NCSW is inviting various experts to give their input about women policies .It is considered that NCSW in Pakistan is comparative body .

### **18<sup>th</sup> Amendment and Women’s Empowerment and Livelihood in Balochistan:**

“According to the 18<sup>th</sup> amendment, more than 256 million were allocated to the provinces. The 6.5 million was allocated for the human rights for the development of family protection and rehabilitation center for women.” (5)

### **Ministry Of Women’s Development:**

Women development is a very term. The status of Ministry of Women's Development is not clear in the constitution .It is neither in the concurrent list nor in the federal list.”(6)

Women's development has been much in provincial issue. Every province has its Department of Women's Development (DWD), entrusted with the vital role of catalyst, lobbyist and influencer to attain the prime objective of women's empowerment through gender mainstreaming.

### **Establishment of Provincial Commission:**

There is need for the establishment of Provincial Commission on the Status of Women , which should draft the policy for Women Empowerment and Gender Equality Policy .There should be collaboration between the Provincial Commission with the Social Welfare and Women,s Development .The draft policy is aimed at empowering women of the province in all spheres especially social ,economic , legal , personal and political life .It is responsibility of the provincial government to ensure the implementation of 18<sup>th</sup> amendment ..”The draft policy suggest affirmative actions to promote women in political process , provide them quality health-care , reduce gender gap in getting education ,create employment opportunities and remove imbalances in all sectors of socio-economic development for mainstreaming gender in all development work .”(6)

### **LEGISLATION FOR WOMEN :**

### **Independent Status of WDDs with Gender Strategy/Policy Framework:**

There is a suggestion that WDDs should have an independent status. Even the WDD require independent staff and separate gender policies .There is a need that the provincial plans should comply with national policies and International commitments. “The Ministry of Women’s development has been emerged in 1980s, and it was full-fledged Ministry in its functions, staff and structures etc. . .Presently, Women Developmental Ministry is not independent, but it is affiliated with social welfare department. “(7)

### **PERSONNEL ANALYSIS –WDD BALOCHISTAN:**

“ In Baluchistan WDD has the regular and as well as the staff on contract .The department is working in a hierarchy and it has 28 regular staff includes secretary ,additional secretary ,deputy secretary and a section officer . At directorate level, there are different posts of director and deputy director. “(8)

#### **1- ENTERPRENUERSHIP:**

The Women Development Ministry is framing the policies for the home- based workers in order enable them to earn their livelihood by involving themselves in micro-credit schemes.

#### **2-GENDER –BASED POLICIES.**

The WDM (Women’s Development Ministry) is responsible for framing the policy for the welfare of women’s lot. The health policy and education policies are drafted by keeping in to consideration the health and educational problems of women’s lot in Balochistan

### **3-THE ESTABLISHMENT OF WOMEN, S DIRECTORATE:**

The women Directorate is established in the Secretariat –Block-9 of Quetta ,with the full-fledged staff , secretary ,deputy secretary and director .The Women Directorate is acknowledged in Quetta , Balochistan .

#### **GENDER –EQUITY FRAMEWORK:**

The Women Directorate is framing the gender –equity framework that women should be provided with the equal opportunities in all walks of life.

**LEGISLATION:** The Women’s Directorate is doing legislation on different bills regarding the protection of women.

#### **WORKING WOMEN HARRASSMENT BILL- 2011.**

The Working Women Harassment Bill 2011 was passed to provide the protection against the issues of harassment issues to the girls/women at public places.

#### **DOMESTIC VIOLENCE ACT:**

The domestic violence is the common phenomenon in Baluchistan .In the male-dominated society, the men especially husband beat their wives in order to control them. The summary of the domestic Bill is referred to the Parliament to do legislation on the issue of domestic violence. The domestic violence totally goes unnoticed in our society.

**ANTI-WOMEN PRACTISING BILL.** “The Anti – Women Practicing Bill was also passed in order give the protection against the heinous crime. The anti-women

practicing bill is passed against the issue of acid-throwing, Vain or Sawara and Marriage to Quran. The evil practice of the Marriage to Quran is taking place to deprive the women from its due right of property.”(9) The acid throwing cases are becoming rampant in our society, and acid is thrown to deface or disfigure the women that they should not in a position to lead a normal life. The Vain or Sawara practice is going on that girl is given to the rival tribe to pacify the feud.

**CEDAW IMPLEMENTATION AND CEDAW COMMITTEES** .The CEDAW committees have been formulated for the sake of the implementation of CEDAW articles.

**FEMALE OMBUDS MAN:**

There is suggestion for the appointment of female ombudsman that should deal with the cases of female harassment, violence and other issues. The female ombudsman is appointed in all province of Pakistan except Balochistan.

**WOMEN STRENGTHENING PROGRAMMES:**

The women strengthening programmes are also initiated by Women’s Development ministry. The Ministry is taking such a practical steps to empower the women of Balochistan.

**SHAHEED BENAZIR BHUTTO SHELTER, s HOME:**

The Shamed Benazir Bhutto Shelters home are established in different areas of Balochistan to provide the shelter to those women who are victim of torture at home. It is source of protection for grief-stricken women in Balochistan.

**PROVISION OF LEGAL AID:**

The Ministry for Women’s Development is providing legal aid to the women who are grief-stricken, and subject to

violence and had been expelled from their houses in critical condition.

## **MOTIVATION OF POLICE AGAINST VIOLENCE**

### **CASES:**

The police force is motivated in the violence cases to probe in to matter. The lady police will assist in these types of cases by lodging the FIR (First Information Report) in the police stations. The acid throwing cases will also be registered over here.

## **MOTIVATION AND INVOLVEMENT OF NGO, s.**

The different NGO, s are also highly involved and motivated to assist for the implementation of Working Women Harassment Bill, and also Anti-Women Practicing Bill. The NGO, s should give an awareness to the masses that what are different types of Harassment and how women can be protected from this violence in this male-dominated society.

## **HOME BASED WORKERS.**

The Pakistani Government ha framed the national policy of home -based workers The National Policy supports the home-based workers and also give directives to the Provincial government for the protection of rights of home-based workers. “The Ministry of Labor and Manpower (Mump) before finalizing the “policy “ also organized provincial and national consultations in collaboration with the Ministry of Women Development (Mowed) mainly with the employers and workers organizations , HBWs , Provincial

Department of Labor and related federal and provincial organizations .”(10)

**WOMEN, s ACCESSORIES:** The different steps have been taken to provide basic accessories to women .The wash-rooms have been established at different places to facilitate the women’s lot.

**WAY FORWARD:**

1- For the bright future of Women Government of Balochistan is reviewing the gender –based policies like :

A- **Spiritual rights** .The women have the equal rights of worship, meditation and purification of body and soul etc.

B- **Economic Rights** .The women have the right to work

C- **Social Rights** .The women have the right to involve itself in decision –making and management of house affairs etc.

D- **Educational Rights** .The women has the equal rights towards acquiring the education etc. . . .

E- **Legal rights** .The women has the right to get justice from the law in all civil and criminal matter etc. . . .

F- **Political rights** .The woman have the right to vote, right to representation etc. . . .

2- For the prevention of anti-women practices the Government of Balochistan is implementing acts strictly and also initiating different bills in the cabinet.



- 3- The G.O.B is giving stress for the completion of ongoing projects specially (vocational training centers in different areas of Balochistan)
- 4- Data Collection of the working women of the province for the purpose of facilitation, of working women in Balochistan is now under process.
- 5- Every department is requested to propose gender responsive budget.
- 6- The department is taking initiative to increase the women's quota from 5-10% in all services.
- 7- All the departments are directed to provide the women friendly and conducive atmosphere.
- 8- For the development and gender capacity building the department is seeking direct support from the NGO, s.
- 9- MoU is prepared and will be signed by the CS and UNWOMEN for the execution of proposed activities.
- For the comfort of women anti-chambers and rest rooms are being constructed in Government buildings, public places, highways, police –stations etc. . . .

### **PART NO.6:**

#### **THE GAPS IN THE WAY OF IMPLEMENTATION OF 18<sup>TH</sup> AMENDMENT:**

##### **DELINKING WITH INTERNATIONAL BODIES:**

“After the 18<sup>th</sup> Amendment, the Ministry of Women's Development have been devolved to the provinces. There are lot of gaps in the way of its implementation. It is delinked with the International Commitments. It is delinked with the Economic Development in World Affairs, Beijing Platform for Action and Millennium Development Goals. “(11)

**1-LACK OF GENDER EXPERTS:**

There is lack of gender expert at provincial level, unlike Federal Form of Government that could provide the legal counseling to the Women Development Ministry. The NCSW (National Commission on Women) is present at federal level, which is directly in touch with the Ministry of Human Rights to review of the human rights violation in Pakistan, and notify the exact figures.

**2-INSUFFICIENT POLITICAL LEADERSHIP:**

There is an insufficient political leadership in the province of Balochistan that could have supervised the Women's Development Ministry. The Female Minister is considered ineffective in the male-dominated set-up.

**3-RESISTANCE TO CHANGE:**

Balochistan is a backward and tribal area, where the people are tradition –bound. It is a slow and evolutionary that the people get an awareness about women's education, health and implementation of legislation. Although, the Government has passed the honor-killing Act 2004, but the practice of honor-killing is as it is going, and it is totally going unnoticed in the society.

**4-COMPLIANCE WITH REPORTING ON INTERNATIONAL COMMNTMENTS:**

“Pakistan is a signatory of CEDAW (Convention Regarding the Elimination of Discrimination against Women), United Nations Human Rights Declaration 1948 and Beijing Declaration 1995. It is essential to comply with these International Instruments by transforming cultural values, social set up, and which are the major obstacles in the way of women's progress, they should be overcome. So, it is very

difficult to apply and comply with these international standards. “(12)

### **5-PROVINCIAL CONDITION IS NOT CONDUCTIVE :**

”The girl,s school were being blasted in Khyber Pukhtunawa ,women were being buried alive in Balochistan and thrown before dogs in Sindh . Then how we can expect that these provinces to improve the living conditions of Women .”(13) For the Prevention of Anti –Women Practices, the main challenge of G.OB is to ensure the implementation of Pro- Women Legislation strictly . For strengthening the rural women in the province, establishment of WDD Divisional Sub-offices .

### **MDGs (Millennium Development Goals ) :**

The MDG (Millennium Development goals ) regarding promoting the Gender equality and women,s empowerment are also articulated . The MDGS,s are concerned regarding the gender parity in education ;in wage employment ,and in political representation .There are number of vertical programs ,funded by the federal government ,that deal with gender equality and improving the position of women .These include the Gender reform Action Plan ( GRAP) ,aimed at creating a positive bias towards women in the workplace ,and targeted specifically towards government institutions .

**PART NO.8:****Recommendations:****The Secretary Should Be Women :**

- 1- The main suggestion is this that woman should be secretary of Women development Ministry in Balochistan, because currently the man is serving as the Secretary of the Women Development Ministry.

**THE APPOINTMENT OF FEMALE OMBUDSMAN :**

- 2- The female Ombudsman should be appointed, therefore when the cases of harassment are registered. This female Ombudsman should probe in to cases and provide the redressal for the grievances of masses.

**THE REGULAR ESTABLISHMENT OF WOMEN DEVELOPMENT MINISTRY :**

- 3- The Provincial Women's Development Ministry in its immature position and stage, it should be properly established like Federal Development Ministry, that it should frame the policies for the betterment of the masses.

**Regular Monitoring Of Funds:**

- 4- According to the 7<sup>th</sup> NFC Award, the allocation of funds for the province of Balochistan is increased, and so the funds are also enhanced for the Women's Development Ministry, so, these funds should be utilized in the right direction, and proper monitoring of these funds should take place.

**Framing Of Policy For Home –Based Workers :**

- 5- The province of Balochistan is culturally very rich province . The home-based workers are highly involved in

embroidery ,stitching ,knitting ,weaving etc . These home –based workers should be given protection under the legislative umbrella ,and a regular policy should be drafted for these home-based workers that should fully comply with ILO (International Labour Organisation ) . These home-based workers should be provided with reasonable wages . \

### **THE IMPLEMENTATION OF WORKING WOMEN HARASSMENT BILL –2011.**

- 6- The Working Women Harassment Bill should not be confined till the theoretical framework , but it should be practically implemented . The practical committees should be established to monitor the issues of harassment at work places i.e .at universities , offices and NGO,s .
- 7- **Women’s Quota Should Be Enhanced :**The quota should be increased from 5 % to 10 % . The 5 % quota is not sufficient to give the political representation to women . The women should be involved more political spheres.
- 8- **Establishment of Provincial Commission on Women:** The Provincial Commission on women should be established, that it should examine the policies for women. It should formulate laws and policies according to the needs and requirements of Baluchistan province.
- 9- **Micro-Credit Scheme for Rural Women:** The micro-credit schemes for rural women should be introduced that she should be in position to start a business, or the home-based workers should established their small industries at home, and earn their livelihood.

**10- Provisions Of Equal Opportunities For Women :** The equal opportunities should be provided to women in all walks of life i.e.education ,health and in other opportunities for jobs . Their jobs quota should be increased that they should excel in every walk of life .

**RESEARCH FINDINGS :**

**RESEARCH OUTCOME :**

**PARTNO.9**

**Conclusion:**

The process of 18<sup>TH</sup> Amendment is the way of cleansing and reforming of the Constitution of Pakistan . The 7<sup>th</sup> NFC(National Finance Commission ) Award has enhanced the funding towards the province of Balochistan . The outcome of the 18<sup>th</sup> Amendment is to create an enabling environment for the participatory Federalism in Pakistan .

The province of Balochistan is the most backward and under-developed province in Pakistan . The local inhabitants of Balochistan feel deprived for so many years ,and these feelings of deprivations emerged in form of frustration ,frustration leaded towards aggression and final stage of aggression is revolution . The 18<sup>th</sup> Amendment is out come of the persistent deprivations of these local Baloch people ,the maximum provincial autonomy is granted to the provinces by devolving the fifteen (15) ministries from the Federation to the Provinces .

Through the 18<sup>th</sup> Amendment ,the Women Development Ministry has been devolved till the provincial level in order to empower the women at provincial level and

resolve their related and respective problems . The Provincial Minister Mandam Ghazal Ghola has stream lined the funds to facilitate the women,s lot in Balochistan . The province of Balochistan had undergone three times flood problem,so the Women,s development Ministry has taken effective steps to rehabilitate these flood –effectees . The women problems of security ,medicine ,food are highly addressed .

The Women Development Ministry has taken certain steps i.e: Gender – Based policies , The establishment of Women,s Directorate , Gender Equity Framework , Legislation (Working Women,s Harassment Bill -2011 ) , Anti-Women Practcing Bill , Female Ombudsman ,Home – Based Workers and Establishment of IT (Information Technology ) Centers .

There is still gaps exists between theory and practice, because the Women,s Development Ministry is confronting enormous problems regarding the drafting and implementation of policies . The major challenges are insufficient funds , jirga system and ineffective implementation of the laws , the lack of gender experts , the insecurity of rural women and non-establishment of Provincial Commission on the status of Women. The Provincial Women,s Development Ministry is de-linked with International bodies .

The MDGs regarding promoting the Gender equality and women,s empowerment are also articulated :gender parity in education ,in wage employment and in political representation .

The feasible and practical recommendations can be suggested for the better functioning of Women,s Development Ministry . The appointment of female Ombudsman , the appointment of female secretary , the increase in the regular

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funds , implementation of pro-women laws ,the job quota should be enhanced ,introduction of pro-women policies and pro-women laws ,provisions of equal opportunities for women and implementation of CEDAW articles etc .



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## The Impact of Literacy on Electoral Participation in Makran

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Changiz Ahmed<sup>3</sup>

### Abstract

*Elections are an essential element in modern democracy. It is needed to run and promote the democratic values and for smooth working of the system. As far as the region of Makran is concerned, historically there was no schooling and proper education system. With the passage of time and much struggle, there is educational development. Education is the tool of political socialization and accelerating awareness in any society. This paper aims to reveal the trend of participation of voters in elections in Makran in view of the contribution of literacy rate and educational awareness. The objective of this study is to find out whether higher literacy rate brings political awareness and as a result increases voters' participation. The data used in this paper is quantitative. Purposive sampling is used in which the general elections of 2002 and 2008 are covered. The literacy rate of the same years of Makran region is*

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*included in this research work. After testing the hypothesis and the findings of this study, the higher literacy rate does matter and contributes in determining voters' participation in elections.*

Keywords: Literacy rate, electoral participation, political socialization, democracy, Makran.

## **Introduction**

With the end of the World War Second and establishment of the United Nations major developments emerged on the international political scenario one of which was the process of decolonization. In this way the departure of English from the sub-landmass, brought forth two free and sovereign states; acknowledged as India and Pakistan distinctly. These two sovereign states rose because of the Indian Independence Act of 1947 (Indian Independence Act, 1947, Sec.1. Constitutional Documents (Pakistan) Volume 111., 1964, p. 3). Factually, Pakistan was announced as a self-ruling state on fourteenth August 1947, by outlining its geological area on the map of the world. At first, Pakistan was a bi-part nation with two wings which were identified as East Pakistan and West Pakistan. East Pakistan is currently Bangladesh and West Pakistan is present Pakistan which comprises of Balochistan, Sindh, Punjab and Khyber Pakhtoonkhwa. If one sees the initial years of independence of Pakistan, the area of Balochistan was not acknowledged as a province. It was announced as a province in 1971 when General Yahya Khan broke down the One Unit framework in the state (Shahid, 2004, p. 214).

Geographically, Balochistan owns the biggest portion of Pakistan with 347,190 sq. km, framing roughly 44% of the

aggregate of the territory (Rabbani, 2010, p. 207). Tragically, being the biggest region, Balochistan is nearly considerably more under-developed than the other three regions and dispossessed financially, socially, politically and educationally. The proficiency ratio of Balochistan is evaluated to be about 44%, which comes up short on the half of its populace. This proficiency figure does not entirely incorporate well-educated people, but rather the individuals who can simply peruse and write something. This figure is a declaration of the backwardness of Balochistan. Because of backwardness, the territory of Balochistan requires such important components for example, consciousness. There is lack of consciousness among the residents of Balochistan which deprives them from their political and social rights.

It is one of the essential obligations and commitments of any state to make available education to its natives. Not just education, individuals likewise want other political and social rights which are basic for them to be in their best selves. World widely, individuals since the inception have been worried of their rights, in light of the fact that without these rights they can't carry on with a decent life. This caused them surrendered a portion of their liberty to state for the insurance of their rights.

Thomas Hobbes, John Locke and Jean Jacques Rousseau who were political philosophers. They were of the view that, because of the uncertainty of men's rights, men built up government and states through social contract and went into a political society from pre-political time (Sabine, 1973, p. 589). The pre-political situation is some of the time identical with the state of nature. The purpose men surrendered a portion of their liberty to state was the insurance

of their rights as in the state of nature, there was no governing power to regulate the autocratic rule, which at that point made a policy of might is right. In the same manner, the natives of Pakistan commonly and Balochistan specifically have basic rights, including the right to be provided education.

Education is characterized as a procedure of gaining from different techniques; as narrating story, training, negotiation, and by means of formal addresses. (Garrison, Jim, N., Neubert, S & Reich, K., 2015, p. 108). Education is likewise characterized as a rule for the advancement of human awareness. For a youngster, it is to be a sort of socialization that how to carry on with the life and instruct men towards development and is supportive throughout everyday life (Langeveld, 2013). Education assumes a basic space in human socialization. Therefore, keeping in view the role of education in the context this paper tries to find out the effects of literacy rate on the participation of voters in election in Makran region.

### **Significance of the Study**

The research study entitled as ‘The Impact of Literacy on Electoral Participation in Makran’ is a significant subject of consideration for the inhabitants of Makran which would probably make available facts to the people of this area concerning the development of political awareness by appraising the part of education or higher literacy rate in the afore mentioned area. It is not only useful for the residents of the mentioned area but also to different people as it high lights insights obtained through different reliable sources. It would serve as a useful piece of scholarly writing which share

knowledge that how much education is important to be politically aware and have cognizance of political rights.

### **Objectives of Study**

- To find out the effects of higher literacy rate on the participation of voters in elections in Makran region.
- To determine the impact of education on political socialization.

### **Theoretical and Conceptual Frame Work**

This section of the paper analyses existing and accessible content with respect to the role of education in the improvement of political awareness and political participation. According to Shailaj Kumar (2016) awareness is the realization of issues dependent on scholarly foundation and logical premise. Therefore, it is a perspective spoken to in the person's acknowledgment of the world rationally and inwardly. Awareness is a sense or possessing the knowledge of the current circumstances around one. Being politically conscious is essential to live a rightful life provided beneath the constitution of any particular state. Shailaj Kumar further narrates that political awareness is the common understanding of the political atmosphere and the interaction and political plan. Truly to explain political awareness, it is the perception to realize or be cognizant of the political developments, conflicts, intrigues, coalition partnerships, compromises and other political affairs prevailing in one's society or state. Education assumes a key part in the advancement of political cognizance. The (educational) organizations can activate the youth to be politically aware about recent and upcoming circumstances and support them in receiving the rational method of assessment of a circumstance. In the same way, Moussawi (1990) believes that the level of awareness of

people in any society influences the progress of the state. Human being is also the reason and the methods for advancement, the more one, in the society knows about his/her capacities and possibilities; the more commitment is showed in the field of perfection. Awareness has the directorial path that impacts educational foundations as having a main job in the improvement, going for the production of national advancement consistently. The more one is politically conscious, the more one gets involved into politics to get their legitimate rights.

More importantly, political consciousness is important and political socialization is given in educational foundations. Gabriel Almond (1950) regards the schools or educational institutions as the agents of political socialization. The significance of educational foundations is clear as the bureaucratic and technocratic structures of tutoring are set up during the time spent fusing the children of distant villages and towns into the state's various leveled set up. So it is the obligation of the educational foundations to embrace the errand of socialization politically. The significance of political awareness is examined by Qasem and Amani in their research work that the investigation of political awareness is required for any law-based political development that regards human rights and essential freedoms. Consequently, the investigation of the effect of coaching the standards of political theory as influencing the level of political awareness to college understudies, preparing them to be future pioneers and this is essential for the achievement of advancement designs.

As per Birch (2001) political participation includes, a number of issues and activities such as voting local and national elections and referendum or campaigning in elections,

active membership of pressure groups and political parties, membership of government's advisory committees. Thus a better leaned citizen can efficiently take part in political affairs, for that education mainly of civic literacy can play an instrumental role. According to Milner (2002) the civic knowledge is favorable to ideal policy sets. Where there is more knowledge among citizens, the more they get engaged in voluntary, communitarian, associational activities and voting in elections.

Milner furthermore puts that the better educated people (literate) use their votes more, however the constructive relationship of political information with casting a ballot recreated at the total dimension: nations higher in metro proficiency have higher turnout. Therefore, Milner observes that the minimum level of political information is required to deal political decisions. One can discover great proof that the positive connection between political cooperation and political learning holds as a whole and in individual level. Moreover, Almond and Verba (1963) discussing about the sense of civic responsibility demonstrates that majority rule governments are kept up by dynamic resident involvement in city issues, by an great level state of data about open undertakings, and by broad feeling of community obligation. Popkin and Michael (1999) supporting the idea of higher literacy resulting in increased participation of voters in elections argues that there is nearly a general understanding that more learned individuals partake in a higher propensity or degree. Consequently, a wide body of literature on political participation and civic literacy indicates that civic literacy and education levels have positive impact on election and the extent of participation. So, in this study, it is



tried to examine or determine the explicit influence of higher literacy rate on political participation of voters in Makran.

Keeping in view the nature of this topic, this research work is contextualized within the framework of 'Political Socialization'. The concepts of Political Socialization, and educational institutions, as its core tool to advance political awareness are the focal concentration of this work.

### **Hypothesis**

Higher is the literacy rate, greater is the participation of voters in elections.

### **Methodology**

To have good results in any research, it is very important to adopt an appropriate research method. Keeping in view the nature and the needs of the study, descriptive and analytical method has been chosen to test the hypothesis. The mode of inquiry in this paper is quantitative which would analyze the statistical information regarding literacy rate and voters participation in Makran.

### **Sampling Method**

Sampling is the way towards choosing a couple (samples) from a greater gathering to wind up the reason for evaluating or foreseeing the predominance of an obscure snippet of data, circumstance or result with respect to the greater gathering. The sampling technique which will be undertaken in this study is purposive sampling. The sample will be taken on conscious and purposive basis which will select only the data from the General Elections of 2002 and 2008 of Balochistan Assembly. Similarly, the statistical profile of literacy rate of Makran of the same years will be picked to serve the purpose of the study.

### Research Analysis Tools

For the authentic completion of this research study, analytical methods would be used. The data will be analyzed and interpreted through analytical methods whether collected from primary sources or secondary sources.

### Limitations and Delimitations

The scope of this study is limited to two general elections in Pakistan (in the context of Mekran) which are the General elections of 2002 and the General elections of 2008. Furthermore, the study is limited to Balochistan Provincial Assembly seats and their constituencies of Makran division only. The literacy rate of the said years is collected regarding Makran region which consists of three districts namely Gwadar, Kech and Panjgur. However, in order to collect and obtain statistical information, the record and sources of the Election Commission of Pakistan are used.

### BALUCHISTAN PROVINCIAL ASSEMBLY

#### ELECTION 2002

#### PB-51 GWADAR 2002

S NO.	Names of Contesting Candidates	Party Affiliation	Votes Polled
1	Mr. Saeed Ahmad	Muttahida Majlis-e-Amal	3791
2	Syed Sher Jan	Independent	12376
3	Mr. Sadiq Rahim	Independent	205
4	Mr. Abdul Rahim Sohrabi	Balochistan National Movement	9652
<b>Valid votes</b>			<b>26024</b>
<b>Rejected votes</b>			<b>896</b>
<b>Total votes</b>			<b>26920</b>

<b>Registered votes</b>	<b>85738</b>
<b>Percentage of votes polled to registered voters</b>	<b>31.4%</b>

1

**PB-48 KECH-1 2002**

<b>S No.</b>	<b>Names of contesting candidates</b>	<b>Party affiliation</b>	<b>Votes Polled</b>
<b>1</b>	Mr. Aurangzaib	Pakistan Muslim League (Qaid-e-Azam group)	157
<b>2</b>	Mr. Hafiz Abdul Baki	Muttahida Majlis-e-Amal	1132
<b>3</b>	Dr. Muhammad Yaseen	Balochistan National Movement	11132
<b>4</b>	Dr. Sabir Ali	Independent	749
<b>5</b>	Syed Ehsan Shah	National Alliance	11303
<b>6</b>	Mir Hammal Khan	Balochistan National Party	48
<b>Valid votes</b>			<b>24521</b>
<b>Rejected votes</b>			<b>1534</b>
<b>Total votes</b>			<b>26055</b>
<b>Registered votes</b>			<b>65389</b>
<b>Percentage of votes polled to registered voters</b>			<b>39.85%</b>

2

**PB-49 KECH-11 2002**

<sup>1</sup>General Election 2002 report, volume 11, Election Commission of Pakistan, Islamabad, 2002, p: 362.

<sup>2</sup>Ibid. P: 361.

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
<b>1</b>	Eng. Hameed Baloch	National Alliance	31
<b>2</b>	Mr. Jan Muhammad	Balochistan National Movement	8081
<b>3</b>	Dr. Muhammad Hayat	Balochistan National Democratic Party	5034
<b>4</b>	Dr. Muhammad Ayub	Balochistan National Party	280
<b>5</b>	Mustafa Ayub Gichki	Independent	79
<b>6</b>	Moulana Khalil Ahmad	Pakistan Muslim League (Qaid-e-Azam group)	208
<b>7</b>	Moulana Abdul Haque	Muttahida Majlis-e-Amal	1771
<b>Valid votes</b>			<b>15484</b>
<b>Rejected votes</b>			<b>425</b>
<b>Total votes</b>			<b>15909</b>
<b>Registered votes</b>			<b>60552</b>
<b>Percentage of votes polled to registered voters</b>			<b>26.27%</b>

1

**PB-50 KECH 111 2002**

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
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<sup>1</sup> Ibid. P: 361.

1	Mr. Asadullah	Independent	538
2	Mr. Dinar Gichki	Independent	215
3	Mr. Fida Hussain	Balochistan National Democratic Party	761
4	Muhammad Asghar	National Alliance	10318
5	Mr. Fazalur Rahman	Muttahida Majlis-e- Amal	768
6	Muhammad Akram	Balochistan National Movement	8580
7	Mr. Munir Advocate	Independent	65
8	Mrs. Nagina Younas	Balochistan National Party	2090
<b>Valid votes</b>			<b>22635</b>
<b>Rejected votes</b>			<b>683</b>
<b>Total votes</b>			<b>23318</b>
<b>Registered votes</b>			<b>70069</b>
<b>Percentage of votes polled to registered voters</b>			<b>33.28%</b>

1

**PB-42 PANJGUR-1 2002**

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
1	Mr. Rehmat Ali Baloch	Balochistan National Movement	5277

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<sup>1</sup> Ibid. P: 363.

2	Mr. Shah Hussain	Balochistan National Democratic Party	817
3	Mr. Abdul Aziz	Muttahida Majlis-e-Amal	1803
4	Mr. Munir Ahmad	Independent	1235
5	Mr. Nasir Ali	Pakistan Peoples' Party	1397
6	Mr. Nisar Ahmad	National Alliance	820
7	Mr. Nazeer Ahmad	Balochistan National Party	1973
<b>Valid votes</b>			<b>13304</b>
<b>Rejected votes</b>			<b>986</b>
<b>Total votes</b>			<b>14290</b>
<b>Registered votes</b>			<b>42254</b>
<b>Percentage of votes polled to registered voters</b>			<b>33.82%</b>

1

**PB-43 PANJGUR-11 2002**

S NO.	Names of Contesting Candidates	Party Affiliation	Votes Polled
1	Mr. Asadullah	National Alliance	1143
2	Mr. Ahmad Ali	Balochistan National Democratic Party	34
3	Mr. Jahanzab Baloch	Balochistan National Party	3540
4	Kachkol Ali Advocate	Balochistan	5151

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<sup>1</sup> Ibid. P: 363.

		National Movement	
5	Hafiz Muhammad Azam	Muttahida Majlis-e- Amal	2060
<b>Valid votes</b>			<b>11928</b>
<b>Rejected votes</b>			<b>550</b>
<b>Total votes</b>			<b>12478</b>
<b>Registered votes</b>			<b>32526</b>
<b>Percentage of votes polled to registered voters</b>			<b>38.36%</b>

1

### Literacy Rate of Makran in 2002

Region	Literacy Rate
Gwadar	34.4%
Kech	40.25%
Panjgur	32.82%
<b>Total (Makran)</b>	<b>37.39%</b>

2

### BALUCHISTAN PROVINCIAL ASSEMBLY ELECTION 2008 PB-42 PANJGUR-1 2008

S NO.	Names of Contesting Candidates	Party Affiliation	Votes Polled
1	Ehtisham-ul-Haq	Muttahida Majlis-e- Amal	1619

<sup>1</sup> Ibid. P: 364.

<sup>2</sup> Balochistan Educational Management Information System, Directorate of Education (Schools) Balochistan Quetta, 2002, p: 4.

2	Shah Hussain	Pakistan Muslim League	390
3	Abdul Gaffar	Independent	1853
4	Ghulam Jan	Balochistan National Party (Awami)	5452
5	Muhammad Umar (R)	Independent	33
6	Nasir Ali	Independent	4635
7	Noor Ahmad (R)	Independent	12
<b>Valid votes</b>			<b>13994</b>
<b>Rejected votes</b>			<b>415</b>
<b>Total votes</b>			<b>14409</b>
<b>Registered votes</b>			<b>40871</b>
<b>Percentage of votes polled to registered voters</b>			<b>35.25%</b>

1

**PB-43 PANJGUR-11 2008**

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
1	Assadullah Baloch	Balochistan National Party (Awami)	6335
2	Haji Nazeer Ahmad (R)	Independent	21
3	Shah Hussain	Pakistan Muslim League	186

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<sup>1</sup> General Election 2008 report, volume 11, Election Commission of Pakistan, Islamabad, 2008, p: 380.



<b>4</b>	Attaullah Baloch	Independent	6131
<b>Valid votes</b>			<b>12927</b>
<b>Rejected votes</b>			<b>254</b>
<b>Total votes</b>			<b>12927</b>
<b>Registered votes</b>			<b>33283</b>
<b>Percentage of votes polled to registered voters</b>			<b>38.84%</b>

**PB-48 KECH-1 2008**

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
<b>1</b>	Taj Muhammad	Independent	8
<b>2</b>	Khurshid Ahmad	Independent	26
<b>3</b>	Dr. Muhammad Haider	Independent	4599
<b>4</b>	Rahima Jalal	Independent	26
<b>5</b>	Zubaida Jalal	Independent	111
<b>6</b>	Syed Ehsan Shah	Balochistan National Party (Awami)	24803
<b>7</b>	Shay Zafaullah	Pakistan Peoples' Party (Parliamentarians)	1759
<b>8</b>	Azizullah	Independent	10
<b>9</b>	Captain Sabir Ali Bezanjo	Independent	2
<b>10</b>	Muhammad Jan	Independent	32
<b>11</b>	Muhammad Younas	Independent	18
<b>12</b>	Moulvi Khalid Walid	Muttahida Majlis-	457

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<sup>1</sup> Ibid. P: 380.

	Saifi	e- Amal	
<b>13</b>	Mehrullah Gichki	Independent	54
<b>Valid votes</b>			<b>31905</b>
<b>Rejected votes</b>			<b>528</b>
<b>Total votes</b>			<b>32433</b>
<b>Registered votes</b>			<b>78279</b>
<b>Percentage of votes polled to registered voters</b>			<b>41.43%</b>

1

**PB-49 KECH-11 2008**

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
<b>1</b>	Allah Bakhsh	Independent	65
<b>2</b>	Dr. Muhammad Ismail Buledi	Muttahida Majlis-e- Amal	2166
<b>3</b>	Dr. Muhammad Hayat	Independent	66
<b>4</b>	Shah Fiasal	Independent	81
<b>5</b>	Zahoor Ahmed	Independent	8470
<b>6</b>	Ghulam Jan	Pakistan Muslim League	3145
<b>7</b>	Muhammad Azeem	Independent	33
<b>8</b>	Manzoor Ahmed Gichki	Pakistan Peoples' Party (Parliamentarians)	1354
<b>9</b>	Moulvi Abdul Khaliq	Independent	39
<b>10</b>	Major Fazal Kareem	Independent	203
<b>Valid votes</b>			<b>15622</b>

<sup>1</sup> Ibid. P: 381.

<b>Rejected votes</b>	<b>525</b>
<b>Total votes</b>	<b>16147</b>
<b>Registered votes</b>	<b>68612</b>
<b>Percentage of votes polled to registered voters</b>	<b>23.53%</b>

1

**PB-50 KECH-111 2008**

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
<b>1</b>	Barkat Ali Rind	Independent	30
<b>2</b>	Dr. Barkat Ali	Pakistan Peoples' Party (Parliamentarians)	5522
<b>3</b>	Khalid Baloch	Independent	3333
<b>4</b>	Sameer Ali	Independent	52
<b>5</b>	Muhammad Asghar	Balochistan National Party (Awami)	15548
<b>6</b>	Mufti Ihtisham-ul-Haq	Muttahida Majlis-e- Amal	24
<b>7</b>	Nadir Shah (Quddus)	Independent	1674
<b>Valid votes</b>			<b>26183</b>
<b>Rejected votes</b>			<b>363</b>
<b>Total votes</b>			<b>26546</b>
<b>Registered votes</b>			<b>85962</b>
<b>Percentage of votes polled to registered voters</b>			<b>30.88%</b>

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<sup>1</sup> Ibid. P: 383.

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**PB-51 GWADAR 2008**

<b>S NO.</b>	<b>Names of Contesting Candidates</b>	<b>Party Affiliation</b>	<b>Votes Polled</b>
<b>1</b>	Ashraf	Independent	8246
<b>2</b>	Haji Muhammad Anwar	Independent	110
<b>3</b>	Abdul Rahim Zafar	Pakistan Peoples' Party (Parliamentarians)	1959
<b>4</b>	Mir Chakar Saeed	Independent	195
<b>5</b>	Syed Mayar Jan Noori	Independent	6953
<b>6</b>	Mir Hammal Kalmati	Pakistan Muslim League	15343
<b>Valid votes</b>			<b>32806</b>
<b>Rejected votes</b>			<b>1229</b>
<b>Total votes</b>			<b>34035</b>
<b>Registered votes</b>			<b>83913</b>
<b>Percentage of votes polled to registered voters</b>			<b>40.56%</b>

2

**Literacy Rate of Makran in 2008**

<b>Region</b>	<b>Literacy Rate</b>
<b>Gwadar</b>	<b>39.16%</b>
<b>Kech</b>	<b>40.40%</b>
<b>Panjgur</b>	<b>33.25%</b>
<b>Total ( Makran)</b>	<b>38.10%</b>

<sup>1</sup> Ibid. P: 383.<sup>2</sup> Ibid. P: 384.

1

## **Discussion**

The relationship of literacy rate and the participation of voters are closely linked with each other. In the first data sample, it was seen that PB-51 Gwadar, in 2002, was contested among four candidates. The total number of polled votes for the said seat was 26920. The number of registered votes in totality was 85738. This makes the proportion of ballots cast as per the recorded ones as 31.4%. The literacy rate of Gwadar district in 2002 was 34.4%. Furthermore, there were seven contestants for PB-49 Kech-11. The total number of registered votes was 60552 of which 15909 votes were casted. The percentage of polled votes according to registered voters was 33.28%. The literacy rate of district Kech in the same year was 40.25%. Having a glance over the samples of 2008 General Elections of Balochistan Provincial Assembly, PB-42 Panjgur was contested among seven candidates. The total number of polled votes was 14409. The number of registered votes was 40871. The percentage of polled votes according to the registered ones was 35.25%. The literacy rate of the same year of Panjgur was calculated as 33.25%. Considering the above mentioned facts and figures, it can be inferred that due to higher literacy rate, there is more participation of people in the elections in Makran.

## **Conclusion**

After a thorough discussion and analysis, the researcher arrives at the conclusion that education and literacy play a substantial role in creating awareness among the

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<sup>1</sup> Balochistan Educational Management Information System, Directorate of Education (Schools) Balochistan Quetta, 2008; p. 3.

citizens. The conditions of education improved with the construction of the Makran Coastal Highway (this highway links Turbat and Gwadar with Karachi and from there to the rest of the major cities of Pakistan) in early 2000s in Mekran Division of Balochistan. With the building of the said road, links developed between the Baloch students of Mekran and the educational institutions of Sindh and Punjab. Consequently the higher secondary and college level students gained inspiration from those students going out of province for higher studies which resulted in better enrolment and more interest in intermediate and graduation level students.

Slowly and gradually people became more and more cognizant of their rights as well as duties. Resultantly better trends of participation developed among the electorate. The number of voters increased and inclination among them became stronger due to increase in the ratio of literacy and education.

However on the basis of above data and testing of hypothesis, it becomes clear that due to higher literacy rate, there appeared a greater participation of voters in the elections in Makran region. Despite the deteriorating law and order situation in the region people vigilantly participated in elections in 2008. Hence the results of the hypothesis tested by the researcher in this study did not come contradictory to the hypothesis. The hypothesis seems to be a directional hypothesis. In a nut shell, education is really the tool of political socialization where people are made acquainted to their rights and duties resulting in more participatory and inclusive political process. However, there is more need of concentration or intention towards creating a more feasible and conducive environment for participation in elections.

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Truly there still remain a large number of people who do not participate in elections having developed a certain mind set that the elected representatives are not loyal to the people and continue to serve and protect their parochial interests. Finally the state, its concerned institutions and the civil society must pay attention to this section of the society so that their issue is addressed and they are brought to the mainstream politics of the country.

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**Corporal Punishment in Maintaining Discipline in the  
Public Schools: A Case Study of District Lasbela In  
Balochistan Province Of Pakistan.**

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**Abstract**

*This research paper is an effort to understand how corporal punishment, used as a public spectacle, is more or less effective than the power of the gaze in maintaining discipline in a public secondary school situated in district Lasbela, Balochistan. This study used a purposive sampling method to select two students and two teachers from a public secondary school in the Lasbela district. The case study method, under the qualitative research paradigm, was used to explore the research problem through the Foucauldian lenses of corporal punishment as a public spectacle and his disciplinary power of hierarchical observation. The findings of the study indicate that teachers preferred using corporal punishment as a public spectacle in maintaining discipline in the school than using the unidirectional power of the gaze. Though student were under the gaze of the teachers, the gaze was sporadic and unproductive. The corporal punishment was the only viable method to discipline the students in the school. Teachers had a little or no knowledge about other effective positive disciplinary methods which are generated through disciplinary power of the hierarchical observation.*

**Key terms:** Corporal punishment, Discipline, Public Schools, Lasbela District, Balochistan

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## **Introduction**

Foucauldian illustration of the power as a public spectacle in sixteenth century Europe, can still be seen simultaneously operating in the educational context of Pakistan. Schools have become places of discipline and torture; torture operates in the form of corporal punishment and discipline in the form of hierarchical observation. Corporal punishment is used as a public spectacle with a dual purpose of forcing students to abide by the school norms and also as a sign of warning for other students to be treated similarly in case they break the school rules. The disciplinary power (hierarchical observation) is used to force students into disciplining themselves without the physical force being used.

Our own personal experiences of being students in the public schools and later working as teachers, reflect that albeit power as a public spectacle and disciplinary power (hierarchical observation) work hand and hand in all the public schools across the country, yet disciplinary power is not used in the Foucauldian sense. It has been observed that hierarchical observation is usually followed by corporal punishment rather than inducing students towards adopting self-disciplinary strategies. This study is an effort to verify this assumption through a qualitative case study of teachers and students to see if disciplinary power, as illustrated by Foucault, can be used as a powerful tool to produce subjected and docile bodies of students for maximum utility, then why teachers resort to corporal punishment to achieve the same purpose.

## **Theoretical Framework**

The theoretical framework of this study is based on

Foucault's book "Discipline and Punish" (1997), and it is grounded in his concepts of torture as public spectacle and his processes of disciplinary power which includes:

1. Hierarchical observation
2. Normalizing judgment
3. Examination

The research objective of this study, which was to ascertain teachers and students' perceptions on how corporal punishment, used as a public spectacle, is more or less effective than the power of the gaze as a disciplinary mechanism through the lenses of Foucauldian concepts of disciplinary power and the corporal punishment as directed at the students' body.

### **Hierarchical Observation**

Hierarchical observation is a technology of surveillance in which individuals are kept under constant gaze (Gilbert, 1995) for controlling their conduct, behavior and improving their performances. Although schools should be the places of teaching and learning, according to Foucault (1995), they are the apparatus of panopticism, and they operate under the constant gaze where students and teachers are subjected to this all-seeing eye.

### **Normalizing Judgment**

Normalizing judgment is defined by norms which is the comparison to particular norms. Schools have always been places of norms of behavior and knowledge, and the slightest deviation from norms, according to Foucault, can render someone punishable (Foucault, 1997).

### **Examination**

Finally, according to Foucault (1997), Examination is a

combination of two things: 1) techniques of an observing hierarchy, 2) and normalizing judgment. It is on the bases of these two that one can judge whether individuals have deviated from the norms or not. In case of deviation from the acceptable norms, penalties are inscribed upon the transgressors. Schools are common places of examination where students are judged everyday and their performances and behaviors are measured and compared.

Under the processes of hierarchical observation, normalizing judgment and examination identified by Foucault and his concept of torture as public spectacle, this study explored the perceptions of students and teachers in a secondary school of Pakistan regarding the corporal punishment and the power of gaze which are used to control and discipline the students' lives at school.

### **Literature Review**

The culture in the public schools of Pakistan is highly bureaucratized, hierarchical, authoritative, teacher-centered and politicized (Simkins, Sisum, & Memon, 2010). Undeniably, in every school culture whether it is a school in a developed country or in a developing country, children are not without behavioral problems. In the public schools of Pakistan, children have many disruptive behavioral problems such as bullying of younger students by the older ones, misbehaving with each other or with their teachers, ignoring their studies etc. (Jan & Husain, 2015), but there is difference in the ways such problems are dealt with in the developed and the developing countries.

In the developed countries, almost all schools have the services of counselors and psychologists, and the teachers are trained to deal effectively with the behavioral problems of

students by “fostering among students the attitude of trust, tolerance, acceptance, and cooperation.” (Al-Zubi, 2013, p. 142). However, in case of Pakistan, it is the other way round. There aren't counsellors and psychologists in the schools to help the students with behavioral problems, teachers are very authoritative and untrained to deal with the behavioral related problems of students (Haider, Khan, Munir, latif, &Bari, 2012).

In the public schools of Pakistan students rarely face severe nonphysical punishment such as expulsion, suspension, rustication nor they are lucky enough to be treated with other kinds of milder nonphysical punishments such as creating fear of parents or devaluing or ignoring mischievous children etc. In the public schools, punishments are not considered effective unless they include some sort of corporal elements.. Corporal punishment is the only frequently used method to treat students with disruptive behavioral problems. Thus, most of the studies which have been done in the context of the public schools of Pakistan revolve around corporal punishment as the commonly used mechanism of control.

As the objective of this study is not only to understand why teachers depend much on corporal punishment as an effective punishment mechanism but also to see why teachers prefer it to positive disciplinary strategies which can better be used to control the disruptive behaviors of the students. In order to understand the corporal punishment, which is being used as a public spectacle in the public school of Pakistan, it is important that this literature review should focus on the underlying causes which lead to corporal punishment, and the inability of the teachers to use the disciplinary power of

hierarchical observation as an alternative to corporal punishment.

Bureaucratic and hierarchical school culture, authoritarian and teacher-centered school environment, the politicization of education, and a few other factors are fundamentally responsible for the continuation of corporal punishment in the public schools of Pakistan. The next part of the literature review of this study explains how these factors perpetuate the use of corporal punishment as the only productive mechanism of disciplining the students at the cost of a more effective disciplinary power of hierarchical observation which can be used to effectuate the overall disciplinary environment of the schools.

Public schooling in Pakistan is highly bureaucratized and hierarchical. The school headmaster/ principal is at the top in this ladder with other teachers assigned with different grades based on their qualifications and the grade levels they teach. The more qualified teachers are assigned to the higher grade levels, and the least qualified teachers are deputed to teach the lower grades. The school principal works like a monitor to ensure the daily attendance of the teachers and students. Learning is the least priority for her/him; she/ he rarely shows concerns whether or not teachers are performing their job responsibilities with honesty, and students are maximizing from the learning experiences being offered at school. There is no or least collaboration found between the teachers and the school principals (Saeed *et. al.*, 2013).

Teachers also work in isolation without developing any collaborative culture in schools where teachers could work in close coordination and enrich their teaching and learning experiences in a culture of mutual sharing. There is a huge gap

between teachers and students just like the gap witnessed in an army between the officers and the privates. School environment is strictly formal like a factory; teachers are the supervisors, and the students are the supervisees, Teachers are like the scarecrows, and the students are like the frightened birds. Teachers keep distance from the students believing that closeness with them will divert their attention from learning, lower their respect for the teachers, and weaken the level of fear they have created in the heart of students.

The learning environment of public schools in Pakistan is teacher-centered. Although the current curriculum demands for student-centered pedagogy, the teachers are not qualified enough to apply student-centered teaching and learning approaches in their classrooms, and many others who have the qualifications to teach, they have not gone through the required training (Saeed *et. al.*, 2013) to meet the pre-requisites of a student-centered curriculum. In all schools still the banking concept of education operates with the exceptions of a few urban schools, where teachers have been trained to deal with the complexities of a student-centered pedagogy, students-centered pedagogies are being applied partially. Teachers are very authoritative, and students are meek and submissive, teachers teach and students listen quietly without having the courage to interfere or ask questions during the teaching process. Teachers read to the students like a minister preaching to the attendees in a church, and students listen as if they are being read to a holy scripture where asking question is considered to be a sin. Students are seated in rows with the least possibilities of students interacting with each other during the class. Group or pair learning where students can learn from the experiences of each other are neither



appreciated by the teachers nor encouraged by the school administrators.

Political interference is frequently witnessed in the appointment of teachers. In order to reserve their constituencies for the next election and to get the sympathy of their voters, the politicians often resort to nepotism and corruption in the appointment of teachers. Incompetency of teachers has almost paralyzed the public schools in Pakistan (Ashraf, 1983, cited in Saeed *et. al.*, 2013). Education Minister of Sindh recently admitted the bogus appointments of teaching and non-teaching staff during 2012-13 (Dawn News, 12, 2014). This trend has resulted in a great disinterest (Saleem, 2002) among competent teachers to apply for the teaching positions in the public schools, because they know that they will not be selected for those jobs because of not having recommendation letters from a politician or bureaucrat. In a studies in the province of Khyber-Pakhtunkhwa it was found that one of the main reasons of teachers demotivation towards teaching was corruptions in selections and transfer (Saeed, *et. al.*, p.169).

Teachers, who are appointed on political basis are often incompetent having no required qualifications to become teachers (Memon, 2007). They have no ability to impress their students by their teaching and other attributes associated with real teachers having love and dedication for the teaching profession. They often resort to corporal punishment of students when they are unable to meet the complexities involved in teaching (Kilmici, 2009) the students with multiple intelligences. This is not only the case that incompetent teachers used corporal punishment as a tool to hide their incompetency, even the experienced teachers often

punish students corporally who don't take interest in studies, who misbehave with the teachers not obliging with their unfair demands like standing on one leg and both hands up for periods of time etc. In Pakistan, the teaching profession is "deemed as a prophetic profession and the teachers as the promoters of the prophetic job." (Saeed, 2013, p.171; Arif and Rafi, 2007). The students, thinking that teachers are doing the prophetic service, often don't show any resistance when they are beaten up. Sometimes, they are battered severely that they have bruises and fractured bones. Parents often take the side of teachers, and silence their children by saying that teachers punish because they want them to have a good future.

Although the National Child Policy 2006 recognizes the right of the children to protection from corporal punishment, yet there are no specific legislations in Pakistan to protect children from physical punishment at home and school (Global Initiative to End All Corporal Punishment of Children, 2015). The reasons are because corporal punishment is deeply rooted in the overall culture of Pakistan. This cultural approval allows the parents, guardian and teachers to use violence against the children in order to discipline them, maintain order and sustain moral values (Save the Children, 2005; United Nations, 2008). Lodhi and Siddiqui (2014) found out in one of the studies that corporal punishment is a strategy used by the teachers to control or correct the unstructured behavior of the students. It was confirmed by some research studies that those teachers and parents who use physical punishment on the children were themselves victim of physical punishment in their childhood by their parents and teachers. In a study conducted by Plan Pakistan (2013, cited in Global Initiative to End All Corporal Punishment of Children,

2015), “Three quarters of teachers and 84% of parents agreed that teachers were justified in beating students who were rude or disobedient; 65% of teachers thought children who violated school rules “deserved” to be beaten (<http://www.endcorporalpunishment.org>). In another study in Pakistan by Save the Children (2005), in which more than 3,500 children, not one child reported never having experienced corporal punishment.

In Pakistan and many other developed and underdeveloped countries corporal punishment is usually linked with discipline. Scott (2010) says that sometimes corporal punishment produces immediate results from a child, but this easy way of disciplining is neither in the interest of parents nor the child, its long term negative effects are more severe than its short term perceived benefits. Gershoff (2002, cited in Lodhi and Siddiqui, 2014). The fact that implementing harsh disciplinary rules on the students itself has created many disciplinary issues for the institutes because many of the students think that it is abuse of power (Damon, Lerner & Eisenberg, 2006).

Scott (2010) argues that many people confuse discipline with punishment, but they are not the same thing. Punishment is always negative, but disciplinary measures can be positive if they are used with caution. Durrant (2010) defines positive discipline as the “understanding how students learn, building their skills and fostering the self-discipline they need in order to be successful learners.” (p.1).

Teacher in Pakistan play a unique role in creating self-discipline among students by being vigilant and observant. The only thing which they have to understand is the shift of power from body to soul. Foucault (1977) said that body is a

real existence, but the soul is a new invention. There is limit beyond which the body can't tolerate the pain, but there is no limit to the possibilities of soul getting enriched. The soul allows the teachers to understand the motives and reasons behind the misbehavior of children, and offer them so much space even to go beyond that for further investigation into the problem, and finding the solution to it. As result of the shift from body to soul, the physical punishment of children as public spectacle should end, and a new vista of investigation should begin in understanding the complexities of soul. This shift is not easy, unlike punishment which is public, dealing with the soul is totally private which needs teachers to engage in a continuous surveillance, set up norms for regulating the lives of students, and finally they have to take decisions on how to correct the students' attitude towards schooling based on the data they receive during the observation.

Foucault (1977) in his book "Discipline and Punish" gives a historical analysis of punishment and talks how changing power relations affected punishment before and after the eighteenth century. Before the eighteenth century punishment was executed in public, and the King was the reservoir of all the power, but later in eighteenth century there occurred a shift in the power relations. Power remained no more at the discretion of king; it got defused and become unrecognizable, and with this disciplinary power emerged which was considered to be more effective and corrective in nature. Punishment was no more directed at the body; it shifted from inflicting pain to the body to reforming the soul of the individual. Foucault (1977) believed that the excellent operation of power occurs during the disciplinary power where one can easily induce someone to a particular behavior

without bringing physical harm to him or her. In most of the schools in Pakistan, punishment is more on the body of the students than on their souls. To some extent, it can be witnessed that a surveillance operates in the schools for monitoring the activities of the students by the teachers and other school managers, but this does not seem to be that effective.

### **Purpose of the Study**

The main purpose of this study was to ascertain the perceptions of teachers and students about the corporal punishment which is used as a public spectacle in schools, and how it is more or less effective than the power of the gaze in maintaining discipline in a public high school of Pakistan. This study explored in-depth the causes and the reasons of teachers' giving more preference to physical punishment of students in public in case they break any school rule than using the unidirectional power of gaze. Apparently, power of gaze seems to be more effective than physical punishment in disciplining the students, but teachers still don't prefer it.

### **Research Question**

The following research question guided this study:

RQ: How the corporal punishment, used as a public spectacle, is more or less effective than the unidirectional power of the gaze in maintaining discipline in a public secondary school of Pakistan?

### **Methodology**

#### **Research Design**

The purpose of this study was to ascertain the perceptions of teachers and students about the corporal

punishment which is used as a public spectacle in schools, and how it is more or less effective than the power of the gaze in maintaining discipline in a public high school in district Lasbela, Balochistan, Pakistan. In order to explore the perspectives of teachers and students, a qualitative design was more appropriate and flexible to this purpose because it allowed plenty of space for the multiple interpretations of phenomenon under study. Glesne (1999) states, “qualitative researchers seek to make sense of personal stories and the ways they intersect” (p. 1). Similarly, our aim was to make personal sense of the interview data, and to understand how the data was intersecting with the research problem.

### **Research Method**

This study used a case study of two students and two teachers from one secondary public school from district Lasbela, Balochistan, to explore the phenomena of corporal punishment as a public spectacle and the power of the gaze as means of maintaining discipline. Merriam (1998) states that case study involves an in-depth understanding of a case or cases (p.19).

The nature of the research question called for a deeper understanding of the problem being searched, therefore, this study applied a descriptive case study. Morgan and Smircich (1980) explain that the genuine desirability of a research method is usually obtained from the nature of the social phenomenon being explored. The researchers personally believe that the thick and holistic description inherent in qualitative research can be exacted if a case study is descriptive in its treatment of the situation, event, and phenomenon being studied. Merriam (1998) argues that descriptive case study, in order to provide comprehensive

insight into the phenomenon under study, is employed in qualitative research (p.38).

### **Sampling Method**

In order to provide in-depth results, this study has used a small sample. According to Gall, Gall and Borg (2007), a small sample size is used in qualitative studies to “develop a deeper understanding of the phenomena being studied” (p.178). Keeping in view the detailed investigatory approach of the case study, purposive sampling was used to select two students and two teachers from a public secondary school in the Lasbela district of, Balochistan through phone to participate in this study. The research participants already had much exposure to the phenomenon of power being used as public spectacle in the form of physical punishment of students, and the power of the gaze in disciplining the students.

Purposive sampling was one of the suitable sampling methods which could help researchers to have in-depth understanding of the phenomenon. Therefore, researchers selected the purposive sampling method for this descriptive study keeping in view of the subjectivity of the study. We often use purposive sampling when the major research paradigm is focused on a qualitative event, situation or phenomenon, and it is also important that all the research participants should have experience of the phenomenon in focus.

### **Data Collection Method**

Individual in-depth semi-structured interviews were conducted with all the research participants on skype and phone. Each research participant was interviewed only once

for 60-90 minutes. The main rationale for using qualitative individual semi-structured interviews was that because it was easier and more suitable to obtain information about teachers and students' perspectives and subjective experiences of their lives working in such environment of the public schools (Yarrow,1960; Punch, 2002). Semi-structured individual interviews mostly allow the research participants to narrate their experiences in their own particular styles on problems which are of interest to the researcher. Unlike structured interviews, semi-structured interviews are open-ended, and they give maximum space to the research participants to communicate their experiences flexibly.

### **Data Analysis**

As the purpose of this study was to ascertain the perceptions of teachers and students about the corporal punishment which is used as a public spectacle in schools, and how it is more or less effective than the power of gaze in maintaining discipline in a public school of district Lasbela, Balochistan. Pakistan, thus the whole process was based on interpretative analysis to identify underlying themes, constructs and patterns using Foucauldian lenses of corporal punishment as public spectacle and his disciplinary power as a mechanism of control through hierarchical observation, normalizing judgement and examination. Gall, Gall and Borg (2007) suggest that this type of data analysis is useful for researchers to describe and explain the phenomenon being studied.

Once the data was collected, it was labelled into manageable chunks, then we coded all the written materials, and the coded data was read several times to extract themes. The next stage was putting the similar codes together to



generate micro themes, and then micro themes were again put together to generate macro themes which were later interpreted for the findings of the study.

### **Ethical Considerations**

Ethical considerations were taken into account while conducting this study. First of all, the researchers negotiated informed consent from the research participants by mentioning all the details of study. Researchers also informed the research participants that they can withdraw from this research any time before the interviews were held or during the interviews. Third, during this study, researchers took much care to safeguard the privacy of the research participants. Researchers respected their anonymity by not using their names in the final report of the study. Researchers also explained to them that their stories, and other information they have provided me will not appear in the final paper or any other publication in ways that threaten their privacy and confidentiality, and all these have been respected

### **Findings and Discussion**

This part of the paper illustrates the findings, and simultaneously discusses the findings to ascertain the perceptions of teachers and students about the corporal punishment, which is used as a public spectacle in schools, and how it is more or less effective than the power of gaze in maintaining discipline in the public schools of Pakistan. Teachers and students' perceptions are demonstrated by the following themes: teachers' display of authority, deviation from school norms, and ineffective surveillance mechanism. In order to illustrate these findings, the research participants of this study have been represented by pseudonyms as teacher 1

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and teacher 2 and student 1 and student 2.

### **Teachers' Display of Authority**

One of the major themes which emerged during the interviews of teachers and students was teachers' display of power. Teachers were perceived by the students as someone who had been bestowed with authority to inflict physical harm to the students, and Students unquestioningly accepted this authority of teachers as something which was destined to go in their favor in the long run. Teachers also believed that in order to maintain discipline in the school corporal punishment was necessary. Teacher 1 said, "we have to inflict corporal punishment on students. If we stop doing it, the whole milieu of the school will be disturbed because of a few unruly students." The use of the word "we" here demonstrates how prevalent the use of corporal punishment is in Pakistan. It shows that he was not the only teacher who was using corporal punishment on students, other teachers in the school were equally using corporal punishment to keep their control on students. Teacher 2 said "students will neither learn nor respect their teachers and others elders if they don't have the fear of punishment."

Here teacher 1's use of corporal punishment is solely for the purpose to let other students know that they will be treated the same way if they commit any transgressions which somehow or the other disturb the school environment. The teacher 2's use of corporal punishment signifies that it was important to instill fear in the minds of students in order to modify their behavior and to establish the authority of the teacher. Foucault in his renowned book *discipline and punish* calls such use of punishment as the public spectacle of power.

Foucault (1977) gives a historical perspective of the

use of power as a public spectacle. He says that before seventeenth and eighteenth centuries, the king was the reservoir of all political power, and he used public torture as a means to demonstrate his power by terrorizing the population into submission and obedience. Crimes committed by the people were thought to be crimes against the body of the king, and the king dealt with such crimes with severity. Public executions were necessary for the king to maintain order and reestablish his authority, and the presence of audience was important to witness the order being restored. These executions were meant to established king's invincible power and his triumph over those individuals who had disobeyed him by breaking his law. Violence was thought to be the inherent part of the crime, and therefore, atrocity was made part of the torture to reveal the truth of the crime. The publicly violent and atrocious response of the king was a reminder for everyone about the consequences of committing offences against the power of king, and it was a warning that nothing can be hidden from the king, and everything lies within the jurisdiction of his power. "The aim was to make an example, not only by making people aware that the slightest offence was likely to be punished, but by arousing feelings of terror by the spectacle of power letting its anger fall upon the guilty person" (Foucault, 1977, p. 58).

During the interviews, a change was witnessed in the attitude of teachers regarding the use of corporal punishment on students, albeit they like corporal punishment as an effective mechanism to control the behaviors of students and maintain the authority of teachers over students, they had a softened stance on corporal punishment because of some of the pertinent reasons. In the recent past, there were some

incidents of skirmishes between the teachers and students and teachers and the parents of the students on the use of corporal punishment. They acknowledged that these days they are not as hard on corporal punishment as they used to be. Teacher 2 indicated that “nowadays, I use my stick cautiously with big kids because I am afraid that they might misbehave or do something wrong in retaliation. Previously, such incidents have occurred with other teachers.” Student 1 also indicated that “previously, the indiscriminate use of stick used to be very common, but these day teachers only use the stick on our palms, not on the other parts of body.

According to Foucault (1977) with the advent of eighteenth century, a shift occurred between atrocious and humane punishment, and with this shift, the modern prison system came into being where prisoners were punished secretly and humanely away from public. This change occurred due to two reasons; first, the public nature of the punishment sometimes made it hard for the executioner to perform the execution because of the public crossing the line drawn by the king, and second, the 18<sup>th</sup> century crime literature played an important role in voicing the last words of the convicts. The convict being at the gallows, could say anything without having the feeling of fear, and these words were sometimes very powerful that they had their lasting impact on public across the country which resulted in the demands for more humanely punishments. “By the end of the eighteenth and the beginning of the nineteenth century, the gloomy festival of punishment was dying out, though here and there it flickered momentarily into life” (Foucault, 1977, p. 8), but it was not as vibrant as it was in sixteenth and in the beginning of seventeenth centuries.

The school teachers and students were also experiencing a similar gradual shift between harsher and more lenient ways of physical punishments, but this evolution is limited in the sense that it doesn't suggest other innovative and effective means of controlling students which don't involve physical punishment. Teachers were unable to identify well thought-out ways of punishments which lead the students towards using self-disciplinary strategies. Most of the punishment techniques being used by the teachers were targeted at the body of the students to create docile bodies who could work like robots at the beck and call of teachers. In today's world, corporal punishment is despised by the educators because of its deleterious psychological effects on students, therefore, the demand for more humane and innovative forms of punishment is beginning to emerge.

### **Deviation from School Norms**

According to Foucault (1977), with the shift of power from body to soul, the nature of punishment changed from inflicting pain to the body to disciplining the body. The power which was traditionally centered in the king to coerce and punish his people, was replaced with a new kind of disciplinary power which got institutionalized in the administrative system of eighteenth and nineteenth centuries. New institutions such as schools, hospitals and prisons began to emerge. In order to run these institutions, force and violence was replaced with norms. The successful implementation of norms required continuous surveillance, and under the continuous surveillance, people learned to discipline themselves in accordance with the norms of the institutions without being forced into it.

During the interviews, deviation from school norms

was one of the main themes which emerged. Teacher were emphasizing much on school's norms, but the school did not have its own discipline policy. Students were punished physically, if they broke school norms. For the students, breaking school's norms was meant getting physically punished. Teachers did not know much about other innovative and through-out ways of punishments which could be used to make students abide by the school norms. They cited a few rules which students were supposed to follow such as punctuality, maintaining a good behavior, respecting the teachers and elders and doing the homework on time. Teacher 1 said, "I use my stick on student when they come to school late or they fail to meet the needs of every day lesson of my class." Teacher 2 said. "I usually don't subject students to corporal punishment on coming late, but sometimes, when they misbehave or fail to meet the curricular needs, I have to punish them." Both of the students said that they usually get hit on the palm, but sometimes they are also slapped when they don't learn the lesson, miss any class and have skirmishes with other students in school. The students were opposed to corporal punishment.

Teachers had no understanding about the techniques of positive discipline. In today's modern world, the use of human and other electronic surveillance mechanism, have compelled people to discipline themselves. Self-disciplining is an integral aftermath of surveillance, and the use of effective self-disciplining strategies can be more productive than the use of corporal punishment. The research has proved that corporal punishment often cause resentment, revolt and delinquency (Leviton, 1976; Lowenstein, 1977; Maurer, 1974). Similarly, in this study, students disliked corporal punishment, and

according to the teachers, there had been a few instances of skirmishes between the teachers and students on the use of corporal punishment. The positive disciplining mechanisms such as recording students' behavior through hierarchical observation which includes teacher-student interaction inside and outside the classroom, and older students' monitoring the younger students can be used to effectuate greater self-discipline. Based on the hierarchical observation and normalizing judgment, behavioral grades and positive incentives can be used to motivate students towards self-discipline.

According to Foucault, discipline "...is a type of power, a modality for its exercise, comprising a whole set of instruments, techniques, procedures, levels of application, targets; it is a 'physics' or an 'anatomy' of power, a technology" (p.215), but in case of the school in this study, teachers assume corporal punishment as the only way to discipline the students. Teacher 1 said "the students are so stubborn that they cannot self-discipline themselves simply by being observed by the teachers. They only understand the language of *danda* (stick)." Teacher 2 said "I keep a strict surveillance on students; whenever, I find them doing something wrong, I punish them then and there." Students 2 said, "when we see the teachers, we stop making fun of our friends and pretend being busy in reading. If they find us sitting idle or doing mischiefs, we will get beaten with stick."

Here the situation resembles with the Foucault's plague-stricken town which apparently seems to be the perfect disciplinary society, but in fact it is not. Foucault (1977) argues that the difference between the plague-stricken town, the panoptic establishment are important "They mark, at a

distance of a century and a half, the transformations of the disciplinary programme” (p.205), the former sheds blood, kills and it is violent, and the latter reforms and “it is “a generalizable model of functioning; a way of defining power relations in terms of the everyday life of men” (p. 205). Similarly, teachers and students in this study were confusing disciplinary power with punishment. They thought the hierarchical observation is followed by corporal punishment because they did not know that hierarchical observation can be followed by behavioral rewards, positive incentives, and finally, reformation and modification of students for holistic development.

### **Ineffective Surveillance Mechanism**

Apart from utopian notion of panopticon, Foucault had a very high opinion of the juvenile penal colony of *Mettray* as a disciplinary power. Without having the architectural design of the panopticon, it was effective in maintaining continuous surveillance over its inhabitant due to the incessant gaze of its monitors and foremen. The “Heads or deputy-heads of ‘families’, monitors and foremen, had to live in close proximity to the inmates...they practically never left their side, observing them day and night; they constituted among them a network of permanent observation” (Foucault, 1977, p.295). The colony of *Mettray* is a beautiful example of seeing the disciplinary power in operation without having the architectural technology of the panopticon. It depends how vigilant and observant the administrative team of the institute is to get the disciplinary power in operation.

The interview data revealed that the school did not have its own disciplinary policy. The force was the only mechanism to implement discipline in school through corporal



punishment. The teachers believed that in order to effectively discipline the students, the process should begin from their bodies leading to their souls, not from their souls to their bodies. Inflicting pain to the bodies of their students was the favorite strategy of teachers to reform their souls. Teacher 1 stated that “students can only be motivated towards self-discipline if they have the apprehension of getting beaten by the teachers, otherwise, it will be very hard to lead them towards good behavior.” Foucault (1977) said that “soul is the prison of the body” (p.30), not body the prison of soul. It is the soul which directs the actions of the body, not the body to control the soul. Soul is the catalyst to stir the body into action.

Foucault argues that “at the beginning of the nineteenth century, then, the great spectacle of physical punishment disappeared; the tortured body was avoided; the theatrical representation of pain was excluded from punishment” (p.14). The replacement of physical punishment with that of punishment of soul was due to the inherent defects of the former, not being able to pierce through the human heart, its thoughts, feelings, motivations, and inclinations. Consequently, it led Foucault to think that

This real, non-corporal soul is not a substance; it is the element in which are articulated the effects of a

certain type of power and the reference of a certain type of knowledge, the machinery by which the power relations give rise to a possible corpus of knowledge, and knowledge extends and reinforces the effects of this power (1977, p.29).

Knowledge is power was not what Foucault believed in; on the contrary, he argued that power produces knowledge and

“...that power and knowledge directly imply one another; that there is no power relation without the correlative constitution of a field of knowledge, nor any knowledge that does not presuppose and constitute at the same time power relations” (p.27).

In case of the school in this study, the disciplinary power (hierarchical observation) was supposed to produce some sort of knowledge types to help the teachers to understand the complexities of childhood psychology. Based on that knowledge, they should have evolved some innovative disciplinary strategies to help children to understand the consequences of their actions, and that could possibly have led the children to adopt self-disciplinary strategies to mold their behaviors to right direction. But, in this regard, the understanding of teachers regarding hierarchical observation was suffering from some fundamental defects; neither it was well-founded in any specific discipline of knowledge to make their observations more productive nor it was helpful in generating useful knowledge to understand the motives behind the actions of the children.

Apart from intrinsic ontological defects in the use of hierarchical observation, there were some planning deficiencies regarding the proper and well-thought-out use of hierarchical observation. As it was previously mentioned in preceding pages that the school did not have its own disciplinary policy for the students, and thus school did not specifically require the teachers to keep a continuous eye on all the activities of students in a well-planned manner, albeit it was inbuilt in the school culture that teachers observe students during school hours. Teachers were observing student, but it was sporadic and unplanned; most of the observation occurred

within the classrooms during the teaching hours, out-of-class observation, was sporadic, and it was contingent on teachers' mood whether they wanted to keep an eye on the out-of-class activities of students or not. As student 1 said, "teachers often ignore what we do out-of-class; they only punish us if we lodge complaint against each other."

As a matter of fact, it does not matter how the observation occurred whether within the class or out-of-the-class, the real problem lied in the outcomes of the observation which usually ended in the corporal punishment of the students, without making any effort to understand the real causes and motives of the students' actions. The power of gaze can only be effective and productive if it brings dispositional changes in students and help them to improvise their self-disciplining skills for leading a successful life, not only as students but also citizens.

### **Implications of the Study**

This study brought out some interesting facts about the inability of teachers to use positive disciplinary strategies to control the behavior of the students. The disciplinary power of hierarchical observation can be very productive in evolving effective positive disciplinary techniques to disencumber the teachers from the heavy burden of corporal punishment. In the first place, this study has taught me that the power of the gaze will not only produce enough knowledge to substitute corporal punishment for other kinds of nonphysical punishments, but at the same time also generate enough knowledge for the teachers to understand various ways and means to enhance the learning opportunities for their students.

As a researcher, we can understand that the nature of this topic is very sensitive, and a case study may not be the

right methodology to study this phenomenon. A more thorough and a comprehensive investigation is need to understand the complexities involved in the school culture to make proper sense of the corporal punishment as a public spectacle and the power of the gaze as an alternative mechanism to produce other innovative modes of nonphysical punishments. To further explore this problem, an ethnographic study may be conducted to have a thorough understanding of the phenomenon for the greater benefits of the children in particular and the school in general.

The findings of this study also have implications for the teachers and the school administrators. They should understand that the corporal punishment is not the only way to demonstrate their authority or implement the school norms, there are many other alternative positive ways to control students' behavior through their souls rather than their bodies. The simple truth of life is that violence begets violence and love begets love; inflicting pain to the body is the way of violence and understanding the soul is the way which leads to love. The effects of corporal punishments are short-lived and necrophilic, but the effects of hierarchical observation can be long-lasting and biophilic if done with thoughtfulness. Hierarchical observation can provide many opportunities to teachers to understand their students more thoroughly and plan for their holistic development.

### **Conclusion**

The findings of this qualitative study suggest that though teachers thought that corporal punishment was more effective than the power of the gaze to control the behaviors of the students, they did not have a good understanding of how the power of the gaze should operate in school. In fact, the use

of disciplinary power was not part of the school's program. School didn't have its own discipline policy; it had only a few rules, such as be punctual, do your homework on time, respect the elders and maintain good behaviors. It didn't say anything else except punishing the students corporally in case they broke these rules of school. The alternative strategies of monitoring the students' behaviors were entirely absent. Though Teachers casually observed the activities of students in school, neither these observations were well-founded in any discipline of knowledge such as child psychology, nor these observations produced any knowledge type for teachers to help devise positive disciplinary strategies to better regulate students' behaviors without depending on corporal punishment.

The major themes of this study such as teacher's display of power, deviation from school's norms and the ineffective surveillance mechanism demonstrated that teachers viewed the corporal punishment as the only effective means of controlling students' conduct. Teachers' use of corporal punishment was not only for the purpose of controlling or modifying the behaviors of students, it was also to satisfy their egos. Anything said or done by the students which teachers didn't like was something that challenged teachers' authority. Teachers didn't like students challenging their authority as they were superior to students in respect of knowledge and elder to them in respect of age. Challenging the authority of elders in a traditional environment of Pakistan is considered to be showing disrespect to them.

Findings of this study suggest that maintaining and protecting school's norms and controlling the conduct of students are best done by using the disciplinary power of

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hierarchical observation which is guided by teachers' prior understanding of the ways and means to better regulate students' behaviors towards conforming to the school's norms. The knowledge produced by the hierarchical observation should be used to help teachers to normalize students' behaviors by taking a few constructive decisions in devising positive disciplinary strategies for students. The ineffective use of the power of the gaze and the teachers' lack of understanding that the power of the gaze can be used to improve the overall disciplinary situation of the school were the constraints making the transition from body to soul difficult.

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