

## The impacts of Western concept of women Freedom on Modern Muslim Society

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### Abstract

In recent years the dis-harmony between Western and Muslim religious, political, and social ideologies has risen. These widening differences have contributed especially in the fields of cultural, moral, religious concepts and attitudes. In this article, an effort is put-forward to high-light the impacts of Western societies on the Muslim societies. A totally distinctive and logical style is utilized to point-out the controversies in theso-called slogan of Freedom of Women. One can easily understand the merits and demerits of both the concepts about living, thinking, and cultural, social, economic and religious manners.

**Key Words:** Gender role in Islam, Hudood Ordinance and its impact, Effects of western culture, Educational, social and social rights of woman in Islam

Women in Islam are guided by primary Islamic sources of personal law, namely the Quran and hadiths, as-well-as secondary sources such as the ijma, qiyas, ijtihad in form such as fatwas; the secondary sources vary with various sects of Islam and schools of jurisprudence (madhhab).<sup>(1,2)</sup> In certain regions, in addition to religious declines, pre-Islamic cultural traditions play a role.<sup>(3)</sup> Islamic laws and cultural customs impact various stages of a Muslim women's life, including her education, employment opportunities, rights to inheritance, female circumcion, dress, age of marriage, freedom to consent to marriage, marriage contract, mahr, permissibility of birth control, divorce, sex outside or before marriage, her ability to receive justice in case of sex crimes, property rights independent of her husband, and when salat (prayers) are mandatory for her.<sup>(4,5,6)</sup> Polygyny is allowed to men under Islam. Islam forbids Muslim women from marrying a non-Muslim. There is debate and controversy on gender roles according to Islam.<sup>(7,8)</sup>

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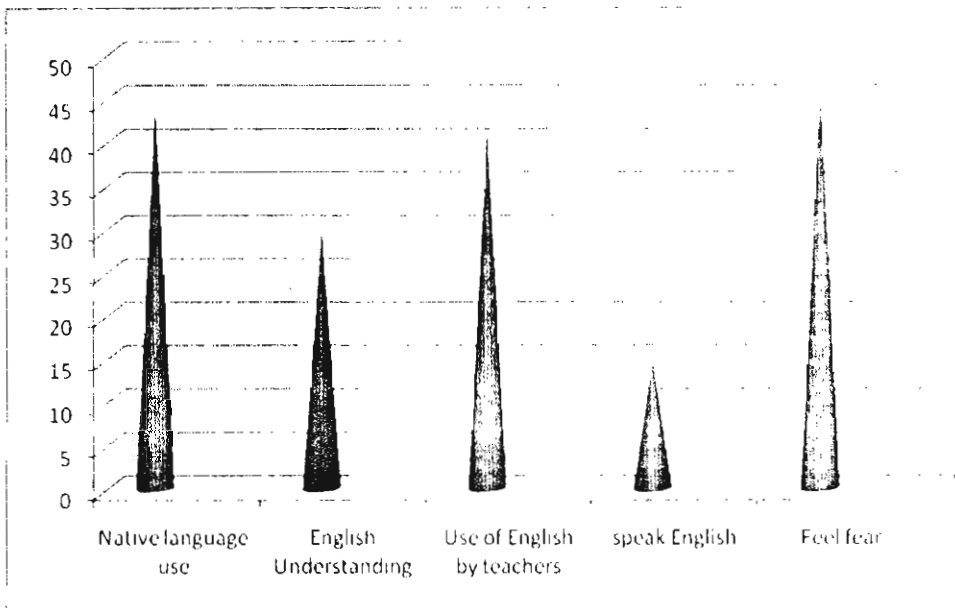
purpose of the degree is to get only good marks and as their students learn better and show good result, so code-switching is quite helpful in getting good marks.

### **Recommendations and Suggestions**

Firstly the whole course must be divided into two parts, oral and written. And marks should be given according to two parts. We should also encourage the students to speak in target language. Teachers training must be conducted from learning and speaking point of view. Irrelevant course parts should be omitted and oral practices must be included in the syllabus. Teachers should have the knowledge of learners' other languages to use code-switching. They should also know where the switch should be made.

### **Conclusion**

This study was conducted to check whether the use of extensive code-switching is decreasing the role of English speaking skills in Pakistani classrooms. With the help of data analysis and interview, it was cleared that code-switching is the main reason behind speaking skills decay. From this study , we can conclude that code-switching is a natural, creative and innovative way of communication of the bilingual society of Pakistan, especially for teachers. It is really very helpful in teaching of English as a foreign language. But at the same time its extensive use is creating a never ending loss among the students from the speaking point of view. So we should stop its extensive use in our classrooms to make our students good speakers of English Language just to enable them to meet the challenges of the present age.



### Data collected from teachers through interviews

When teacher's views were recorded most of them supported use of code-switching. In providing their answers they told that students of M.A level are unable to understand every term of Islam in English so they have to use code-switching. They told clearly that their students are not able to understand English language completely. So they have to put their attention towards clearing their concepts. When the question of their satisfaction about their result of teaching was asked, they said that they are quite satisfied with their methods. Their students show better results in exams so they are quite satisfied with their teaching methods. As spoken English or pronunciation is not evaluated in exams and their time period of syllabus is short so less importance is given to this area. That is why they use code-switching in their classes, without caring that this code-switching is affecting speaking skills. On asking what they think about using extensive code-switching and its hindrance in the learning of spoken skills of English, they replied that it's not necessary to use, check and correct pronunciation of students. The main

that most of their teachers especially English language teachers use both languages in their class. They expressed that to some extent, they are able to understand English but when the data of this question that can you speak in English was checked, almost every one ticked column "No". Only 15 students ticked in the column "Yes" when they were asked whether they were able to speak in English. 47 students said that they feel fear while speaking in English. The reason is clear that they do not have any practice of spoken English in their class and the extensive use of code-switching by their teachers has made them unable to speak in target language. Through this questionnaire one thing has also been cleared that code-switching can be helpful in learning English language. But when we see the area of spoken English, its use has given harm to it. Even the students of masters level are not quite sure about their pronunciation. As from their teachers, for every difficult word or explanation they have learnt to escape into their own mother tongue. So unconsciously they are unable to speak correctly.

<b>Feelings</b>	<b>Students</b>
Native language use	45
English Understanding	30
Use of English by teachers	42
Speak English	15
Feel fear	47

expert English teachers and before its use, pilot testing was done. Seven close-ended questions were part of it. The aim of the questionnaire was to take opinions of students about code-switching and learning speaking skills.

### **Interview**

To check teachers' views about using code-switching for learning English speaking skills, an interview was conducted. It was a semi-structured interview. Researcher noted down all the important questions on the papers. Three teachers of the same department and the same level of teaching were chosen. Interviewer asked questions mentioned on the interview protocol from the teachers.

### **Procedure**

The students' questionnaires were analysed statistically. A table is made to show their results. An interview was also conducted to take the opinions of the teachers.

### **Data Analysis**

#### **Data Analysis of Students' Questionnaire**

Researcher noticed that 45 students wanted explanation in their native language. As they believe that they can understand English better in their native language. So from 50, 45 have ticked the column of yes that in class use of native language is essential for better understanding. When they were asked whether they were able to understand English, 30 students gave answers in affirmation. This thing shows the positive role of code-switching. With its help, students are able to translate difficult words of English in their native language and can easily understand English. Forty two students said that their teachers do not use only English language in their class. They said

## **Research Methodology**

A mixed method research was conducted to check the effects of extensive use of code-switching by the teachers on spoken skills of the students. This mixed method research is the most suitable for the present research. The students were chosen randomly and asked to solve the questionnaire. An interview was also conducted among language teachers of the same faculty and took information about their lesson plans. The students' data is analyzed with the help of quantitative data and the teachers' point of view is described through qualitative style.

## **Research Participants**

The participants of this research were 50 students of M.A Islamic Studies of The IUB, Bahawalpur. They were chosen randomly. From all the four semesters, the students were selected through simple random sampling. Then the students were provided questionnaire to be solved. Researcher explained difficult terms to the students. Students chose the correct answers according to their thinking about the use of code-switching in classroom and its effects on their learning English speaking skill.

## **Research Tools**

In the present research two tools were used. A questionnaire is used for the students and interview is conducted among the teachers to check their views about extensive use of code-switching and learning English speaking skills.

## **Questionnaire**

To check that what students feel about the extensive use of code-switching and its effects on their learning English speaking skills, a questionnaire was used. It was a close-ended questionnaire. This questionnaire was made with



of B. F. Skinner and Noam's Chomsky. According to Chomsky language is not merely stringing together of words and phrases. In order to speak, a human possesses a highly complex internalized set of rules which enables him to utter any of the possible sequence of L1. That is why when we learn L2 at university level, we have to put extra effort to learn it. And then to give complete meaning to our conversation we take help of code – switching. As at this level, less importance is given to spoken English skill and stress is only on writing and learning, so teachers neglect its importance in the class. They themselves do not try to learn difficult structures of sentences in speaking and adopt code-switching.

There are some writers as Bialy Stock, Collar and Chelbot who are in favor of the use of code – switching in a classroom environment. For them code – switching helps students to learn and use a language, but so far as pronunciation is concerned code – switching is not much helpful. For better speaking or pronunciation, extensive use of oral instruction and use is required. In Pakistani classrooms, teachers practice code – switching freely and students become a part of this system unconsciously.

Given the complexity to this tri-angled relationship among language, cultural and teaching, teacher can put a lot of effort. As most of the teachers are uneducated of technical education as far as the teaching of English as a foreign language is concerned, if they lightly change their method of teaching, definitely they will create a positive change among students. ( Chastain, 2007)

So we can say that speaking skill is the most neglected skill at this level. Use of code – switching is definitely a hurdle in speaking skills promotion.

language acquisition. As Cole says, “A teacher can exploit student’s language learning experience.” Same is the case in Pakistan.

Kachru (1986) refers to Pakistan in his survey of South Asian English as he found that the Indian English is up to large extent shared with other South Asian countries ( Bangladesh, Pakistan, Sibilance and Nepal). In May survey (1983) concept of South Asia and poor communicational skills are mentioned that both Indian and Pakistani English speakers have poor communicative skills. Now from the above discussion it is cleared that Pakistani people do not have good command over speaking English. Now here a question comes into our mind that what are the reasons behind it. May be the portion of speaking English is not given much importance in the syllabus or it can be the fault of untrained teachers who do not consider spoken English skill as important as writing or reading. At the same time the extensive use of code-switching in the classrooms by untrained teachers also comes into account. Gulzar (2010) a Ph. D. scholar has mentioned a very clear and authentic reason of this failure in his thesis. He has proved that bilingual societies like Pakistan have to face the phenomenon of code – switching,

“The teacher’s code – switching or the alternate use of two languages is quiet common in Pakistani EFL classrooms.” And this is the main reason that today students are unable to speak in English. As students are much impressed of their teachers and always try to follow their teacher’s every style, so they also adopt their way of code-switching. They learn from their teachers that if they feel trouble in expressing their ideas in the target language while speaking they can switch to their own L1 for ease.

It is also said that language learning at early childhood is different from that which takes place in the coming age. For learning L2, there are two concepts

4. To find out weak and strong sides of code – switching in the classroom.

### **Statement of the Problem**

Being official language of Pakistan, spoken English must be taught and learnt at school level but it has not been done yet. The main reason is un-trained staff . In-fact, the teachers themselves cannot speak English properly, so they take help from extensive use of code-switching to avoid their short comings. This extensive use of code-switching also trains the students in the same manner and they feel trouble while speaking in English. So this chain is carried on and on. Researcher is going to elaborate the influence of extensive use of code-switching on students while speaking in English language. .

### **Hypothesis**

Speaking skills are affected negatively because of frequent use of code – switching in a language classroom by the teachers.

### **Delimitation**

This study work is conducted on the students of M.A Islamic Studies , The Islamia University of Bahawalpur. So the sample is the part of The IUB, Bahawalpur. The students of the sample were non-native speakers of English language and only effect of extensive use of code-switching on speaking English has been taken into account by the researcher.

### **Literature Review**

The use of code-switching must be in limited form. Its use must be well understood. As its extensive use cannot provide space to speak in the target language and in this manner it can break student's whole concept of second

extensive use of code – switching in order to avoid their short comings and produce such students who are not competent enough to use English in their daily life conversation.

### **Significance of the Study**

This study is significant for the better understanding of the extensive use of code-switching in speaking English language. According to the census released in 2012 by the school education department of government of Punjab Pakistan, there are 57418 schools in Punjab province in which 10435845 students are enrolled. To teach this huge amount, there are only 331388 teachers available. It means there is only one teacher for average 32 students in Punjab. Moreover only one third of the total population of the teachers gets professional education to teach English. Speaking skills of a learner directly depends on the effort put by a teacher but mostly teachers' extensive use of code-switching creates a hurdle in learning of speaking skills. It also shows that a proper use of code-switching can be helpful for the teachers and the students. This study is helpful for the learners as well as the teachers to understand the main reason behind students' poor speaking power in English language classrooms.

### **Objectives**

This study is based on the following objectives:

1. To identify nature of code -- switching in bilingual community.
2. Influence of extensive use of code - switching on learning English language .
3. To know about the controlled role of code switching.

country and educational institutions are essentially bilingual and cannot be made free from the influence of bilingualism.”

At the same time it is also noticed that sometimes code-switching is beneficial in classrooms. When a teacher has to give explanation of any abstract thing or any difficult idea which takes many words for its explanation, here code-switching saves time. It supports the teacher and makes the things clearer. So the use of code-switching in a proper manner in the class is very useful both for the teachers and the learners. But its extensive use is really harmful for speaking skills.

Researcher thinks that Malik Ajmal is correct in his views. Pakistani institutes are really the reflection of its extensive use. English speaking skill has not been reached to its peak yet due to the extensive use of code – switching in the classrooms.

### **Background of the study**

Code – switching is a recurrent use of more than one language. It is some kind of salutation between the two languages. The concept of code – switching was first of Bernstim in 1977 but later on some linguists also consider code – switching as substandard language use. In Pakistan it is seen, though English is an official language still the spoken English is being ignored especially in the government institutes of the country. Main reason is the untrained staff of school. As the teachers themselves cannot speak English properly or if somebody can, he / she would have to take help from code – switching. In Pakistan, English is being taught as subject and evaluated through written examination, but unfortunately no system is yet introduced to evaluate student’s ability on the basis of their speaking skills, that is why most of us have poor command over speaking skills. Moreover such people make

## **Code-Switching: A Hindrance in Learning English Speaking Skills For The Students Of M.A Islamic Studies**

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### **Abstract**

The present research tries to explore the hindrance of code switching in bilingual classroom. The main focus is remained on the negative effects of uncontrolled use of code – switching on the oral skills of learners who are taught English as a subject. The reason behind poor speaking skills of Pakistani students due to uncontrolled use of code – switching is proved right in the end. Mixed method research is used. At the same time this study suggests that code switching in a proper and controlled manner is helpful in learning English speaking skills.

**Key Words:** Code-switching, Uncontrolled use of code-switching, English speaking skills.

**Introduction:** Crystal says:-“..... There has never been a language so widely spread by as English” (1947)

Language is a unique possession of human beings. As the world has become global village, more interaction has been increased between different societies and cultures. The importance of using English in Pakistani situation cannot be denied. English in Pakistani institutes is taken as an alive language. It is a language which is totally different from Pakistani natives. So teachers take help of code – switching in their classes for teaching English language in general and for teaching speaking skills in particular. Malik Ajmal Gulzar (2010) points out the 'same thing in his thesis, “Pakistan is a multilingual

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beliefs and social responsibilities but moderate at practice level. So we may suggest some improvement in the situation.

### **Recommendations**

Students may be provided an environment for practicing Islam in university. Islam was never implemented by force; it was spread through practicing it by Muslims. So we must practice Islam in our own lives then we may see it in our environment.

The concepts of students may be clarified through inclusion of some basic concepts in curriculum at university level.

Salah offering places may be provided in each of separate buildings of the university.

Administration and faculty should set examples of social behaviours so that students may have examples to follow and we shall be able to show the world a real enlightened modern Muslim society to watch and follow.



disagreed with the statement. The mean score 3.09 supported the statement.

17. Responses indicate that 22% of the respondents strongly agreed, 38% agreed with the statement that I can be a Muslim without saying "KalmaTayyaba". However 12.7% responded of Un-certain, 20.7% strongly disagreed and 6.7% disagreed with the statement. The mean score 3.48 supported the statement.

18. Responses calculated say that 30% of the respondents strongly agreed, 6.7% agreed with the statement that Saying Kalma only with tongue is sufficient to be a Muslim. However 15.3% responded of Un-certain, 39.3% strongly disagreed and 8.7% disagreed with the statement. The mean score 3.48 supported the statement.

## **Conclusions**

Findings of this study reveal that there are number of misconceptions among the students even at higher education level. They hardly can differentiate between religious duty and compulsion. Most of the respondents confused the concept of compulsion in terms of performing duties and converting to Islam. Although according to claims of sample students they are practicing Muslims but when they asked about the concepts of Islam they were found to be lacking of knowledge of Islam. There had been many positive things found about practices of students especially about fasting in Islam. Majority of respondents were fasting during Ramdan and they were found offering prayers. Most of students clearly knew about the rights of others. They knew about compensations of their mistakes during Salah. Students knew about right or wrong about personal things because there are three basic parts of Islam; Beliefs, Rituals, and Social duties. Sample students were good at

12. The data shows that 31.3% of the respondents strongly agreed, 26% agreed with the statement that paying Zakat does not reduce the property. However 13.3% responded of Un-certain, 25.3% strongly disagreed and 4% disagreed with the statement. The mean score 3.55 supported the statement.
13. It was revealed that 17.3% of the respondents strongly agreed, 30.7% agreed with the statement that paying Zakat purifies the property. However 24% responded of Un-certain, 25.3% strongly disagreed and 2.7% disagreed with the statement. The mean score 3.17 supported the statement.
14. It is evident from data that 30% of the respondents strongly agreed, 6% agreed with the statement that I can afford to perform Haj. But I shall buy a house near my house instead of performing Haj. However 11.3% responded of Un-certain, 29.3% were strongly disagreed and 23.3% disagreed with the statement. The mean score 2.90 supported the statement.
15. It is obvious from data that 16% of the respondents strongly agreed, 44.7% agreed with the statement that I can afford to perform Haj. But I use this amount in buying dowry for a poor girl living in my neighborhood. However 29.3% responded of Un-certain, 7.3% strongly disagreed and 2.7% disagreed with the statement. The mean score 3.64 supported the statement.
16. It was found that 14.7% of the respondents strongly agreed, 30% agreed with the statement that I will to perform "Umra" this year and try to perform Haj without the permission of Govt. However 10.7% responded of Un-certain, 39.3% strongly disagreed and 13.3%

7. The data shows that 22% of the respondents strongly agreed, 25.3% agreed with the statement that I order my 10 years old brother to keep fast because fast is obligatory. However 12.7% responded of Un-certain, 34.7% strongly disagreed and 5.3% disagreed with the statement. The mean score 3.24 supported the statement.
8. The information taken and analyzed indicates that 36% of the respondents strongly agreed, 26% agreed with the statement that during fast if I drink or eat something mistakenly, my fast will break. However 11.3% responded of Un-certain, 18.7% strongly disagreed and 8% disagreed with the statement. The mean score 3.62 supported the statement.
9. It is found that 24.7% of the respondents strongly agreed, 26.7% agreed with the statement that I have 10 tola silver so I am bound to pay “Zakat” of it. However 17.3% responded of Un-certain, 28.7% strongly disagreed and 2.7% disagreed with the statement. The mean score 3.42 supported the statement.
10. The results indicate that 25.3% of the respondents strongly agreed, 38% agreed with the statement that if every Muslim pays Zakat honestly, no Muslim will be poor. However 12.7% responded of Un-certain, 19.3% were strongly disagreed and 4.7% disagreed with the statement. The mean score 3.60 supported the statement.
11. It is very clear that 18.7% of the respondents strongly agreed, 32.7% agreed with the statement that if I do not pay Zakat my property will be destroyed. However 14% responded of Un-certain, 34.7% strongly disagreed and 0% disagreed with the statement. The mean score 3.35 supported the statement.

- certain, 8% respondents were strongly disagreed and 5.3% disagreed to the statement. The mean score 3.64 supported the statement.
3. The analysis indicates that 16.7% of the respondents strongly agreed, 24.7% agreed with the statement that when I am alone, I call for prayer and lead the prayer without followers. However 12.7% responded of Un-certain, 38.7% respondents were strongly disagreed and 7.3% disagreed with the statement. The mean score 3.05 supported the statement.
  4. It was revealed that 26% of the respondents strongly agreed, 38.7% agreed with the statement that if I forget any of the obligations of prayer, I perform "Sajda Sahv". However 13.3% responded of Un-certain, 19.3% were strongly disagreed and 2.7% disagreed with the statement. The mean score 3.66 supported the statement.
  5. It is found through data analysis that 24.7% of the respondents strongly agreed, 18% agreed with the statement that I miss fasts in summer season because of hotness and keep these fasts in winter seasons. However 12% responded of Un-certain, 38% strongly disagreed and 7.3% disagreed with the statement. The mean score 3.15 supported the statement
  6. It is evident from the data that 37.3% of the respondents strongly agreed, 34% agreed with the statement that I come to IUB for study from Satluj colony and I will not keep fast because I am traveler. However 16.7% responded of Un-certain, 16.7% were strongly disagreed and 5.3% disagreed with the statement. The mean score 3.61 supported the statement.

changes. So after minor changes, it was decided to administer questionnaire for final study.

### **Administration of Questionnaires for Data Collection**

Six departments were approached and heads were requested to allow for administration of questionnaire to the students. Then a list of all present students was prepared the data was collected and twenty five students from each department were randomly selected from the list of available students.

### **Return of Questionnaires and Checking of Responses**

Total delivered 150 copies of questionnaires were distributed and returned. After collecting, all questionnaires were checked and found to be correct. These 150 questionnaires were finally selected for data analysis.

### **Data Analysis and Interpretations**

Here are the results of statistical analysis of data and interpretation. The study was a survey type and a questionnaire was chosen as a research instrument to collect data.

### **Findings**

1. About 30% of the respondents strongly agreed, 6.7% agreed with the statement that Call for prayer is said despite this, I say prayer after taking rest. Because I am tired and there is no compulsion in “Deen”. However 15.3% responded of Un-certain, 39.3% strongly disagreed and 8.7% disagreed with the statement. The mean score 3.10 reflects that overall respondents agreed to the statement.
2. As many as 12% of the respondents strongly agreed, 58.7% agreed with the statement that my house is 10 kms far from IUB. I say “Kasar” prayer because I am passenger. However 16% responded of Un-

### **Research Methodology**

Here we shall discuss design, population, sample, sampling procedure, framing of questionnaire and use of statistical techniques for data analysis. It is an overall view of the whole effort that has been used in this study.

### **Research Design**

This study is about the fundamental practices of Islam among the Students of The Islamia University of Bahawalpur.

### **Population**

Almost 3000 students were studying in 20 departments at Baghda-ul-Jadeed Campus of IUB at the time of data collection. From 20 departments 6 departments were conveniently selected. The criterion was the permission of the chairperson and availability of students.

### **Sample**

From each department 25 students were taken by using convenient sampling the criterion was willingness of students to participate in the survey. In this way total sample of the study was 150 students. The reason for convenient sampling was the time of survey. This survey was conducted during summer vacations.

### **Data Collection Instrument Development**

First of all a list of departments was prepared, and then a questionnaire consisting 18 questions was developed. For the assessment of validity of questionnaire, expert opinion was taken from the professors of Education and Islamiat departments. Then eminent teachers from university of Bahawalpur were requested to evaluate it. In the light of opinion of committee, questionnaire was improved. After analysis of pilot testing responses it was concluded that all questions were functioning but some questions needed some