

## **SINDH LEAGUE CONFERENCE RESOLUTION OF 1938: A FORERUNNER OF HISTORIC LAHORE RESOLUTION OF 23 MARCH 1940**

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### **ABSTRACT**

*This paper is focused to highlight the resolution of Sindh Muslim League Conference held on 8-12 October 1938 under the president ship of Jinnah recommending to All India Muslim League to devise a scheme of constitution under which Muslims may attain full independence. This resolution marked a new departure in League thinking which prepared the way for the formation, two years later, of the League's ultimate goal of Pakistan.*

### **SINDH PROVINCIAL MUSLIM LEAGUE**

After the departure of Sir Charles Napier in 1845 Sindh was amalgamated with Bombay Presidency and finally through the Act of 1935 She regains her status of separate province. Under this Act elections were to be held in 1937.

The act of 1935 promoted federalism which in turn bolstered provincialism which was demonstrated by the Muslim leaders of different provinces during the elections of 1937. This was the League's greatest obstacle during the election campaign. Jinnah wanted to set up Muslim League Parliamentary Boards in provinces but the provincial contempt for Jinnah's national aspirations was amply demonstrated by the fact that the leaders of Bihar, Madras, Orissa, the North –West Frontier Province and Sindh did not set up any Muslim League Parliamentary Board in their provinces.<sup>1</sup>

In Sindh, Muslim leaders established their own political parties to contest provincial elections and to work for the provincial autonomy. For instance Abdullah Haroon formed Sindh United Party, Sheikh Abdul Majid Sindhi formed Sindh Azad Party and Sir Ghulam Hussain Hidayatullah formed Sindh Muslim Political Party. Muslim leaders of other provinces also formed provincial political parties. Thus Muslim league fought the provincial elections as a disorganized, divided and ill-equipped political party.

Election result was quite deplorable for Muslim League as it won seats only in Muslim *Minority* provinces but its performance in Muslim majority provinces like Sindh, Punjab, Bengal and NWFP (North West Frontier Provinces) was dismal. After election at the time of formation of ministries in provinces League leadership hoped that Congress would invite them to form coalition ministries. But Congress demanded that league leaders should leave the Party and join the Congress, which was rejected by Muslims as a result the proposal for coalition government fell through and Congress formed sole ministries in eight provinces.

After the formation of Congress Ministries Muslim complaints against them started creeping up. These were the hoisting of the Congress tri colour on buildings under the management of local authorities; the singing of Bande Mataram at the opening of the proceedings of the legislature; the encouragement of Hindi at the cost of Urdu; the introduction of Gandhi's

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- Research study shows that present instructional methods do not provide opportunities to students to use knowledge meaningfully.
- Present study shows that today teaching strategies in English language classes do not promote critical thinking. Creative thinking and self regulated thinking are essential for the mental exercise of a learner and for the enhancement of learning capabilities.
- Research study shows that the group to whom the treatment was given through traditional lecture based method showed poor results in post test.
- It indicates that student's level of interest is not increasing through this method; therefore, their achievement level is also low.
- Research study shows that traditional lecture based method does not help teachers to enhance the abilities of their students. .
- Research study shows that today we need more and more interactive instructional strategies to motivate our students towards objective learning.
- Research suggests that Problem Based Instructional Strategy is an example of such a design.
- Through this experimental research study, the researcher established the effectiveness of Problem Based Instructional strategy in English language classes.
- The study has shown marked differences between Problem Based Instructions and Traditional Lecture Based Method in student achievement.
- Researcher identified that Problem Based Instructional strategy stimulated and challenged both the teacher and learners. It is an innovative teaching process.
- Study shows that Problem Based Instructional method provides opportunities to students to process reasoning through inductive and deductive methods by comparing, classifying, analyzing, synthesizing, and by constructing support.
- Research study shows that Problem Based Instruction is a method that encourages meaningful activities such as problem solving, decision making and investigating.
- Research study shows that the group to whom the treatment is given through Problem Based Instructional method has shown remarkable results in post test.
- Finding of the research indicates that Problem Based Instruction is the most effective method of teaching that enables students to think critically, think creatively and regulate their behavior towards positive learning.
- It provides opportunities for role-playing in problematic scenarios. It will be helpful to develop 21st century skills in our students and make them confident, bold, Courageous and skillful to face the problematic issues of the world and enable them to find out solutions of the problems.

It is concluded that today we need to change our teaching strategies to make outreaching and learning process more effective and positive.

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problem based vs lecture method	N	Mean	Std. Deviation	Std. Error Mean
POST_1 Problem Based Learning	15	7.47	1.41	.36
Lecture Method	15	3.47	1.64	.42

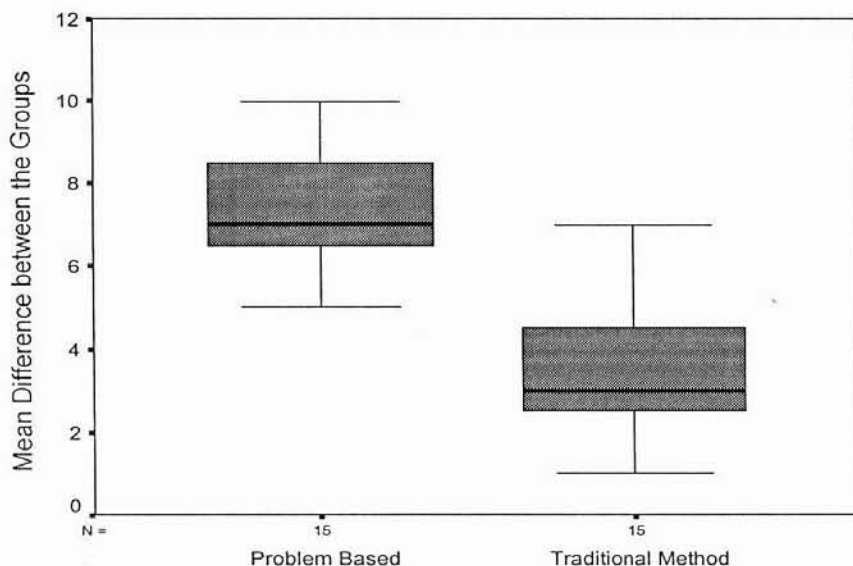


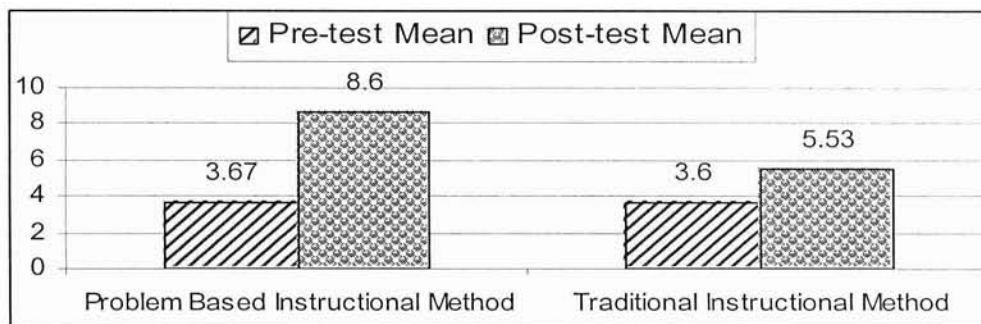
Table 1.3 shows ( $t=7.164df28p<0.05$ ) significant difference between Problem Based Instructional Method and Traditional Lecture Based Instructional Method on the variable of achievement. Results indicate that Problem Based Instructional Method increases the level of achievement of the students. Mean difference (table 1.4) in Problem Based Instructional Method is 7.47 and is higher as compared to Traditional Instructional Method; the mean in traditional method is 3.47. Independent group was not exposed to pretest. It shows a significant difference but less than the paired group. This shows that pretest is suggestive at times. On the bases of significant difference shown by the 't' test result, the null hypothesis has been rejected and it is concluded that there is a significant difference in the achievement level of treatment and control groups. Student who was taught through Problem Based Instructions have shown remarkable results as well as change in their attitude, perception and performance. They felt satisfaction in learning through new methodology that has enhanced their learning skills and developed positive attitude and behavior in them. Whereas the students who were not taught through Problem Based Instructional Method have shown frustrated responses and felt bored and de-motivated. Thus the result shows that Problem Based Instructional Method is highly motivating and more effective as compared to Traditional Instructional Method.

## RESULT

Research study shows that the instructional methods of language teaching in our institutions do not bring the desired outcomes of learning.

- It shows that present language teaching strategies are not increasing the level of interest of students.
- The findings of the research indicate that present instructional strategies in English language classes do not develop in-depth understanding

achievement is markedly high in problem based instructional method. The mean difference between the groups in posttest is 8.6 in Problem Based Instructional Method and 5.3 in Traditional lecture Based Instructional Method.



Pair		Mean	N	Std. Deviation	Std. Error Mean
1	Pre test & Post test Problem Based Learning	3.67	15	1.35	.35
	POST_T	8.60	15	.83	.21
2	Traditional Method	3.60	15	1.35	.35
	POST_T2	5.53	15	2.00	.52

Same results indicating the level of achievement of the students are in table 1.2. The result shows that the Traditional lecture Based Instructional Method is less effective and Problem Based Instructional Method is more effective. On the basis of significant difference shown by the 't'-test result, the null hypothesis has been rejected and it is concluded that there is a significant difference in the achievement level of treatment and control groups. Students who were taught through problem Based Instructional Method have shown remarkable results, whereas students exposed to Traditional Instructional Method have shown passive, de-motivated attitude and their achievement level is significantly low as compared to the treatment group. This makes it obvious that the traditional method lacks vigor and motivation whereas the modern method channelizes student's energy as well as activates their declarative and procedural

Knowledge. Both the 't' and 'mean' difference establishes the authority of Problem based Instructional Method as an effective teaching method.

Table 1.3

	Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Equal variances assumed	.188	.663	7.164	28	.000	4.00	.56	2.86	5.14
Equal variances not assumed			7.164	27.36	.000	4.00	.56	2.86	5.14

Phase 3: Assist independent and Group investigation	Application	Teacher assigns students projects based on Parts of Speech, using jigsaw strategy	<ul style="list-style-type: none"> <li>• A description (noun) of an object at home or classroom that is interesting</li> <li>• Concept mapping (parts of speech)</li> <li>• Word safari game. Students will play in small groups. One person chooses a noun. Then a student will begin a story with nouns sentence (using all parts of speech)</li> </ul>
Phase 4: Develop and present artifacts and exhibits	Analysis Synthesis	Teacher encourages students to write and perform a role play using parts of speech.  A cinquain poem	<ul style="list-style-type: none"> <li>• Student will write a cinquain poem using parts of speech</li> <li>• From a literature model student will categorize different parts of speech</li> <li>• Role play - Imagine that you must judge a story contest</li> <li>• Being a judge, write a list of the contest rules.</li> <li>• Include your ideas what makes a short story good</li> <li>• Read your work to a group of your classmates. Ask them to find out the parts of speech</li> </ul>
Phase 5: Analyze and evaluate problem solving process	Evaluation	Teacher helps students to reflect on the investigations and the processes they were exposed to, using a self reflection checklist.	Recording Activity: - Students will prepare a list of college disciplinary rules to solve the discipline problems of the college Students will construct a news item using all parts of speech

**ANALYSIS OF DATA**

Paired Sample test

Table 1.1

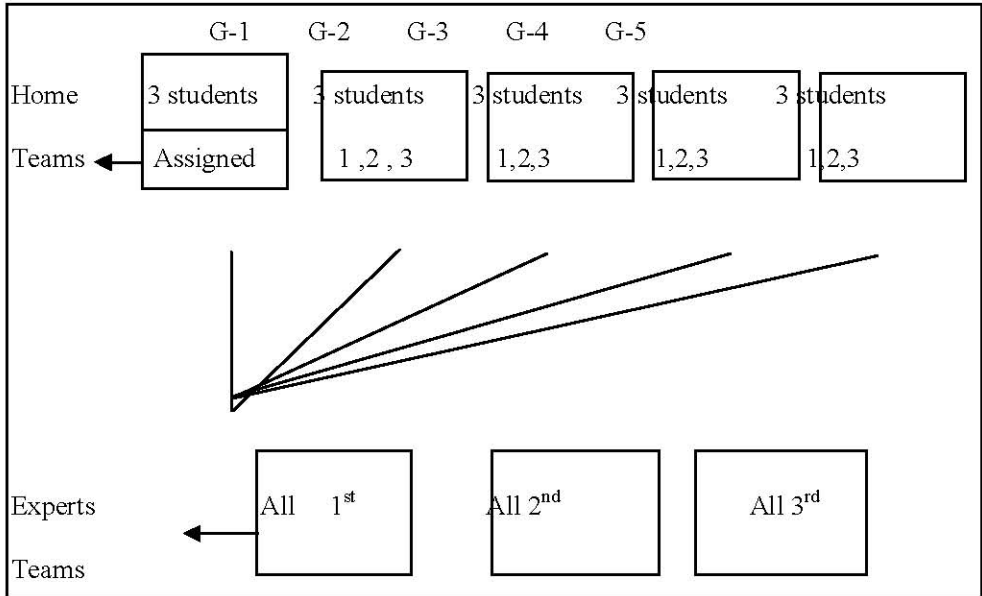
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre& post test Problem Based Instructions - POST_T	-4.93	1.28	.33	-5.64	-4.22	-14.929	14	.000
Traditional Method - POST_T2	-1.93	1.22	.32	-2.61	-1.26	-6.123	14	.000

"There is a significant difference in the level of achievement of paired sample". Table 1.1 shows the result of pair sample in experimental and control group's. t-test in the experimental group shows (t=-14.929,df.14,p<0.05) significant difference between pretest and post test on the variable of achievement. The control group result indicates (t=6.13,df.p<0.05) significant difference between pretest posttest on theVariable of achievement.

Fig 1.1 shows the significant difference between both paired samples, Problem Based Instructional Method and Traditional Lecture Based Method. But the level of

**Lesson Plan**

The second important tool used in the study was the lesson plan. The lesson plan was developed on the lines of problem based learning strategy. It was spread on threedays. Total time used for implementation was six hours. This lesson plan was divided into five phases. Orientation of parts of speech was given in the first phase; This was followed by division of children in Jigsaw teams and assigning them a problem .



In the first stage students were divided into five groups with three members in each group. Group. 1 was given two parts of speech ( Noun. pronoun) to work on , Group II was given (verb and adverb) , Group III was given (adjective and preposition) , Group IV was given( conjunctions and Group V was given( interjections). Students discovered parts of speech in their respective groups for \_\_\_25\_\_\_ minutes. After that all 1<sup>st</sup> were sent into experts team1, all 2<sup>nd</sup> were sent into expert team 2 and 3 were sent into expert team 3. Now in each team there were experts of all parts of speech. They shared their concept maps. Through consensual decision making prepared comprehensive concept maps, showing all parts of speech. Students were involved in several activities doing this phase. The artifacts they produced in the form of concept maps and Cinquain poems were later exhibited on the college notice board. Table 3.6 shows the lesson plan in detail:

**Syntax For Problem Based Instructions**

Phase	Domain	Teacher Behaviour	Activity
Phase 1: Orient students to the problem.	Knowledge	Teacher goes over the objectives of the lesson, describes important logistic requirements and gives presentation on parts of speech.	<ul style="list-style-type: none"> <li>Introducing topic through presentation</li> <li>Brain storming questions</li> </ul>
Phase 2: Organize students for study	Comprehension	Teacher divides students in mixed ability groups and tells them a story.	<ul style="list-style-type: none"> <li>Students will identify parts of speech used in the story</li> </ul>

Subjects for the present have been selected randomly and not on the basis of scores, therefore this threat has been controlled. Internal validity was found satisfactory.

### **Factors Jeopardizing External Validity or Generalizability**

#### **Pre-Testing**

Individuals who are pretested might be less or more sensitive to experimental variable or might have “Learned” from the pre-test making them unrepresentative of the population who has not been pre-tested. This threat has been controlled by carefully devising the pretest / posttest instruments. It has been pilot tested twice. The researcher has made sure that it is purely knowledge based and not suggestive in any way. After pilot testing some of the items were reformed and some were dropped altogether.

#### **Control Group**

The use of a matched or similar group, which is not exposed to experimental variables, can help reduce the effect of History. Maturation, Instrumentation and Interaction of factors. In the present study the control group is exposed to all conditions of the experiment except the experimental variable.

#### **Randomization**

Use of random selection procedures for subjects ensures validity and reliability and this has been done through random selection of 60 subjects from 123 students.

#### **Population**

All girls' students studying in Class XI year (science group) at A.P.W.A Govt. Girls College comprise the population of the study. The sampling frame of the study was obtained from college administration.

#### **Sample**

Stratified random sampling design has been used in the study. The total population, studying in class xi science group is one hundred and thirty three girls. Out of this population, 60 girls students were randomly selected from four sections of Class XI science group. Total sample size was 50%. These 60 students were then divided into four groups (two experimental and two control groups). Principles of classification related to the control group of level, subject and gender have been followed; Cluster sampling design has been used, in the final stage of sampling.

#### **Research Instrument**

The two following instruments were developed by the researcher for the purpose of the study.

#### **Pre-Test / Post-Test**

First was the pretest.. It was used for the purpose of gauging the previous knowledge of the subject. The same pretest was used as the posttest to gauge the difference between the two performances and to see the effect of the lesson plan. The pretest / posttest instrument comprised of ten (10) objective type test items. These items were measured on a five point Likers scale. These items measured the knowledge of grammar; more specifically parts of speech. Language and contents of the test were screened in consultation with the experts. A review of related literature was carried out. Pilot testing was done twice and test retest reliability was found satisfactory.

**Morality**

Morality is likely to affect post treatment scores on any measure of critical thinking since those subjects who drop out or are otherwise lost would likely have lower score. Keeping this aspect in mind an experimental treatment of three days was given. Thus the presence of all sixty subjects was ensured.

**Location**

If location of implementation and or of data collection differs from the two groups this could affect post treatment scores on the critical thinking test. Post treatment scores would be expected to be affected by such resources as class size, availability of reading material, and so on. Standardizing location for implementation and data collection controlled this threat. Special efforts were made to ensure that the resources are comparable.

**Instrumentation**

All instruments use was carefully examined and any alternation found was corrected, in order to control the threat of instrument decay.

**Data Collection Characteristics**

This threat was controlled by using the same data collector for all groups.

**Data Collector Bias**

This threat was controlled by training implementer in administration of the instrument.

**Testing**

All tests used were pilot tested to ensure reliability and validity.

**History**

The events occurring between the pretest and posttest in addition to the experimental variable might affect the measurement. By keeping the duration short and other extraneous variables constant, this threat has been controlled.

**Maturation**

The process of maturing which takes place in the individual during the duration of the experiment, which is not a result of specific events but of simply growing older, growing more tired or similar changes can affect posttest score. This threat has been controlled by keeping the duration short. All the subjects belong to the same vicinity and location; therefore this threat is unlikely to affect the experiment.

**Differential Selection**

Different individual groups can have different pervious knowledge or ability, which can affect the final measurement if not taken into account. This threat has been controlled by selecting all the subjects from one unit (APWACollege). All the students belong to the same level. The computerized admission policy (.CAP) ensures that admission in different colleges is purely based on merit, therefore there are no possibilities for differential selection.

**Statistical Regression**

Regression can be a major threat, if the subjects are chosen with extreme scores. The scores or measurements tend to move towards the mean with repeated measurements.

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groups at the same time requires a considerable amount of energy and efforts on the part of the researcher.

### THE RANDOMIZED SOLOMON FOUR GROUP DESIGN

The research design (Solomon Four Group Pretest Posttest) Shown above has been used to gauge the effectiveness of problem based learning when used in the context of English Language Teaching. It involves random assignment of 60 subjects to four groups, with two of the groups being pre-tested and two not. One of the pre-tested group is exposed to experimented treatment. ( One experimented group has been taught parts of speech using problem based strategy, Similarly, the second experimented group has been taught parts of speech using traditional lecture). All four groups are then post tested.

### CONTROL OF THREATS TO INTERNAL VALIDITY

The Solomon four groups design provides the best control of the threats to internal validity. It effectively controls the threats of subject characteristics, morality, history, maturation, and regression. We have assigned two pluses (+ +) to indicate strong control (the threat is unlikely to occur); one plus (+) to indicate some control (the threat might occur); a minus (-) to indicate a weak control (the threat is likely to occur); and the question mark (?) to those threats whose likelihood due to the nature of the study, we cannot determine.

### EFFECTIVENESS OF EXPERIMENTAL DESIGN IN CONTROLLING THREATS TO INTERNAL VALIDITY

Design	Subject Character	Morality	Location	Instrument Decay	Data Collection Character	Data collector Bias	Testing	History	Maturation	Differential Selection	Regression
Solomon Four design	++	++	-	+	-	-	-	+ +	++	++	++

Control of threats to internal validity

### Subject Characteristics

Although there are many possible subject characteristics that might effect critical thinking ability the researcher has identified two most important ones here--(1) initial critical thinking ability and --- (2) gender.

### Critical Thinking ability

1. Post-test critical thinking ability of students in two groups is almost certainly related to initial critical thinking ability.
2. All groups are randomly assigned.

### Gender

Groups do not differ in gender. 60 female students have been selected from a degree college