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Contents

Social Responsibility in Kurdistan Oil and Gas Sector

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ABSTRACT

The concept of corporate social responsibility CSR is receiving spectacular attention in recent years both from the business practitioners as well as academicians in different parts of the world, and there is no exception from the developing countries to this phenomenon. This paper will discuss the reality of CSR performed by the oil and gas companies in Kurdistan. The perspective approach to discuss the meaning and advantages of CSR, and data analysis approach to explain the reality of CSR in Kurdistan have been adopted as a research method.

Keywords: CSR, KRG, good governance, PSC.

INTRODUCTION

The concept of corporate social responsibility CSR is receiving spectacular attention in recent years both from the business practitioners as well as academicians in different parts of the world, and there is no exception from the developing countries to this phenomenon. These countries newly born in the last decade are rapidly bringing in the latest and most successful management practices from different parts of the world. Managers in today's business world increasingly need to be aware of two separate but interrelated concerns – business ethics and social responsibility. In this process, the introduction of corporate social responsibility concept in their business plans is heavily increasing after clear-cut observation of the benefits accruing from this along with changing attitudes of consumers towards companies which are socially conscious. Kurdistan Region as a federal region of Iraq started with developing and investment practically and heavily in its Petroleum Sector after toppling the Sadam's Regime in 2003. In respect to that, the Kurdistan Regional Government KRG concluded its first petroleum contract with DNO Company in 2007. Around 30 international petroleum companies, with billions of dollars invest came to Kurdistan Region1. This paper will discuss to what extent petroleum companies in Kurdistan Region have performed social responsibility in parallel to investment? To answer the key question of this paper prescriptive approach to look at the meaning and importance of social responsibility, with analytical method to demonstrate the social responsibility performed by the petroleum companies have been adopted.

What is CSR?

Since Victorian times in Britain and the industrial revolution, it has become obvious that the activities of business corporations have resulted in significant ecological footprints and social costs for which they have not been held accountable despite their growing financial power. The emergence of CSR is linked to a number of social and ecological problems associated with the activities of the business enterprise, the principal actor in the industrial growth and unprecedented global economic expansion throughout the 19-21st centuries. CSR has become almost universally sanctioned and promoted by all constituents in society from governments and corporations to NGOs, and individual consumers. For example, most of the major international organisations, such as the UN, Organisation for Economic Co-operation and Development OECD and International Labour Organization ILO not only endorse CSR, but have

established guidelines and permanently staffed divisions to research and promote CSR. In 1977, less than half of the Fortune 500 firms even mentioned CSR in their annual reports. By the end of 1990s, close to 90% of Fortune 500 firms embraced CSR as an essential element in their organisational goal, and actively promoted their CSR activities in annual reports.2

While there is no universal definition of corporate social responsibility, it generally refers to transparent business practices that are based on ethical values, compliance with legal requirements, and respect for people, communities, and the environment. Thus, beyond making profits, companies are responsible for the totality of their impact on people and the planet. "People" constitute the company's stakeholders: its employees, customers, business partners, investors, suppliers and vendors, the government, and the community. Increasingly, stakeholders expect that companies should be more environmentally and socially responsible in conducting their business. In the business community, CSR is alternatively referred to as "corporate citizenship," which essentially means that a company should be a "good neighbour" within its host community.3

The term "corporate social responsibility" refers to the kinds of things companies do in their efforts to navigate these swirling currents of changing expectations, expectations that have never larger in the daily lives of companies, including oil and gas companies. Of course, a company's pursuit of its self-interest does provide social benefits. This is the essence of Adam Smith's "invisible hand." Efficient firms provide benefits not only to shareholders (return on investment), but also to employees (wages), suppliers (revenue), customers (better products at lower prices), and local communities (jobs, growth, tax revenue), all of which increase those stakeholders' utility.4

The European Commission defines CSR as "a concept whereby companies integrate social and environmental concerns in their business operations and in their interactions with their stakeholders on a voluntary basis", although it has also proposed a simple definition, that being "the responsibility of enterprises for their impacts on society".5 It has also been defined by the International Banking as obligation of the owners of commercial activities to contribute in sustainable development by working with their employees, their families, the local community and society as a whole to improve people's living standards in a manner that serves both trade and development.6 The International Chamber of Commerce has also recognized social responsibility as all voluntary attempts of the institution that contribute the development due to ethical and social considerations, without the existence of legally binding procedures. Therefore, social responsibility is achieved through persuasion and education. Organization for Economic Cooperation and Development defines the social responsibility of an institution as its obligation to contribute economic development, with preserving the environment and working with workers, their families, the community and society in general, it aims to improve the quality of life of all these parties.7From all delimitations above, it can be found that they varied in content, meaning and aspects that have been focused on them, but they have participated in one or more goals that represent their interaction and direction to serve society.

Finally, a comprehensive definition for social responsibly can be concluded from all what mentioned above as being a body of decisions and actions taken by the institutions in order to reach the desired goals and values prevailing in society, which are ultimately part of the direct economic benefits of the Organization's management and seek to achieve them as part of its strategy.

The advantages of CSR

The advantage of CSR can be stated as follows:

1- Improvement in the image of the CorporationThe most obvious advantage that a corporation can obtain by implementing CSR policies is that of an increased goodwill value. This serves a dual purpose –

– Firstly, people will want to buy the product that the corporation is selling because of its good and clean image. Secondly, other enterprises will want to do business and be associated with the corporation. This increases the corporation's prestige to such a high level that its name may become synonymous with reliability and goodness.8

People always want to be associated with the best and the most popular, so in that respect, the corporation rises in stature and becomes an important player in its market.

2- Increased Attraction and Retention of Employees

Companies having solid CSR commitments find it easier to recruit and retain employees. People want to work for companies that care about the well-being of their employees and provide good working conditions. Compassionate attitude towards employees is highly desired by both new recruits and old employees alike. Appraisals, financial assistance in times of need, and attention given to personal achievements and special days (like birthdays) make employees want to remain with the company.This is a huge advantage when there is a tight labour market situation. This will reduce the cost of training new recruits and free up incentives for existing employees. Incentives induce efficient work out from employees. In short, if the company's workforce is happy, the company gets more profits due to increased efficiency in production.9

3- Regulatory Authorities become less aggressive

A corporation with strong CSR programs will not be scrutinized by regulatory authorities as much as companies without CSR programs. The authorities will be lenient in their regulation because they feel that the company must be complying with all regulations as it is supported by firms and people alike for its welfare work. A company with strong CSR programs will always work within regulations to get benefits (other than profits) from these CSR programs. The authorities will give fast-track preference to this company. It may also forego cumbersome paperwork that is required to set up projects if it thinks that this project is going to help the community to improve.10

4- Attracts more Capital Inflow from Various Sources

A company's image plays a huge role in attracting investors. If the company is engaged in CSR programs, its image gets a massive boost, and so, people invest in its operations heavily. This company will attract capital even from abroad in the form of FII, thus, helping the country to get valuable foreign exchange. It will also attract investment from other firms and industries, and it will become a name that can be trusted easily.

Even the Government of the country may be willing to invest in the company, leading to lesser regulation and red-tapism.11

5- Generation of Clean and Renewable Energy from Environmental CSR

If the company has invested in an environmental CSR program, it will make sure that its operations do not harm the environment in any way. Inventing machines and techniques to reduce the harmful effects of its operational activities will give the community a clean environment. It will also give the company a chance to explore the usage of renewable energy for its operations. This will reduce the cost of acquiring fossil fuels and can reduce the cost of production by a one-time investment in renewable energy

for its operations. This will reduce the cost of acquiring fossil fuels and can reduce the cost of production by a one-time investment in renewable energy production.12

6- Positive Publicity

A popular business principle is that any publicity is good publicity. You should be known to the people to sell your product. A good CSR program will always give good publicity and even act as an advertisement for the company.It also sets the company apart from its competitors. They may be selling a similar product at lower rates, but you are keeping the interests of your environment and community intact, and so the people do not mind a little extra charge for this thoughtfulness.13

The Dimensions of CSR

The comprehensive content of CSR led to Archie Carroll point out four dimensions

1- Economic dimension which depends on the principle of competition and technology development, and includes a wide range of social responsibility elements that must be taken in the scope of respect for the fair rules, free competition and the full utilization of technological development in a manner that does not cause harm to society and the environment.14

2- Legal Dimension imposes obligations on the institutions to respect laws, statutes and regulations of governments and doesn't breach them, in the case of contrary they thy face legal problem.15

3- Ethical Dimension refers to obligations which are right, just, and fair to be met by corporations. Just abiding by law, procedure, and rule and regulations does not make business conduct always as ethical or good. The conduct of corporations that go beyond law and contribute to social well -being is called ethical. Hence, corporations have an ethical responsibility to do, even going beyond law and rule and regulations, what proves good for the society. In other words, ethical responsibilities consist of what is generally expected by society from corporations over and above economic and legal expectations.16

4- Philanthropic Dimension means literally 'the love of the fellow human.' The use of this idea in business context incorporates activities that are, of course, within the corporation's discretion to improve the quality of life of employees, local communities, and ultimately society at large.
Making donations to charitable institutions, building of recreational facilities for employees and their families, support for educational institutions, supporting art and support activities, etc. are the examples of philanthropic responsibilities discharged by the corporations. It is important to note that the philanthropic activities are desires of corporations, not expected by the society.17

The Impact of CSR on Good Governance

Governance remains the main challenge for extractive industries. Yet, some researches have demonstrated that the current CSR agenda barely addresses governance issues; indeed, corporate actions may contribute to governance failures. One exception is transparency of payments to host governments, which has been supported by a number of multinational companies. The effectiveness of the main transparency initiative supported by oil and gas companies – the Extractive Industry transparency Initiative EITI – is severely constrained. On the one hand, most oil producing countries

lack the conditions for the success of transparency initiatives. On the other hand, the EITI is constrained by its own focus on revenue transparency – as opposed to transparency of government spending.

It can be said that companies have a role to play in better governance in the countries where they operate. Multinational companies are political actors already and they use their influence to pursue corporate objectives. In many countries ranging from Equatorial Guinea to Azerbaijan, Exxon or BP has more influence than the World Bank or other external actors. At the very least, multinational companies could use this influence to persuade governments to sign up to the EITI to publish ROSCs or to spend a greater portion of oil revenues on health and education. At the moment, companies continue to neglect the macro-level problems in their industry and the related governance issues. The contention is not that a single company should accept the responsibility for the wider societal impact of corporate activities. Rather, the unwillingness of both companies and governments to face up to governance challenges (such as the reality of the 'resource curse' in oil-producing countries) constrains the CSR agenda. In simple words: if CSR practitioners do not acknowledge the source of a problem, it may be difficult to consider the most appropriate solutions for it.18

The CSR in Kurdistan

In 2000, as a result of a voluntary initiative taken by the UN for being citizen and sharing in 135 countries, more than 7700 companies, institutions and organizations gathered and then they agreed on some general principles for CSR. Such principles are not obligatory laws and conventions, but they are some voluntary norms if the companies are bound by them, they serve first the companies then humanity. In Iraq, in the scope of the UN'S Program for Development in 2011 more than 300 companies, NGOs and organizations gathered in Baghdad in order the companies are more bound with the CSR.19 In Kurdistan currently a huge number of oil companies invest and CSR has been pointed out in Environmental Law NO. 8 of 200820 and Oil and Gas Law NO. 22 of 200721. To know the reality of CSR in Kurdistan, In 2013, 72 villages of producing oil in Sulaymany, Garmyan, Erbil and Dhuok have been surveyed by Masala Organization for period of 6 months. The situation of CSR in the producing oil areas was found as follows:

1- The Primary Services (road, School, hospital and drinking-water project)

In out of 72 villages of producing oil, only 33 of them have asphalt road. 39 others have been ignored in terms of providing any asphalt road. It was noted that those villages have asphalt road, the asphalt belongs to the Sadam's Regime which means the roads were built before 1991. Regarding to school and centres of educations, only 42 villages have school buildings, and the majority schools are primary schools, 30 villages have no school or any kind of education centre. Turning to the health sector, 18 in out of 72 villages have health centre, the rest villages have no care health centre. Those villages have health centre only provide primary treatment like first aid, they don't have capacity to treat serious ills. Considering the drinking water project, 47 villages have drinking water project which have been built by the KRG, the rest villages have no drinking water project.22

Types of Services	Number of of Villages	Number of Projects
Asphalt road	72	33
School	72	42
Health centre	72	18
Drinking water project	72	47

The provided services according to different sectors in the producing oil villages.

2- The situation of oil companies' employees.

According to some issued date from the Ministry of Natural Resources MNS, 9 thousands and 83 employees work in oil and gas projects in Kurdistan, which 6 thousands and 933 are local people and 2 thousands 150 are foreign employees. According to another statement issued by the MNS, in 2013 local work force has been increased %15 in comparison with 2011. One of the aims of the MNS is increasing the local work force in oil and gas sector to %90 in the scope of nationalising of work force in oil and gas sector. During visiting some oil producing fields by Masaala Organization, some illegal actions and breaches for the employees of petroleum sector have been registered which include:

a- No work contract. Having work contract is one of the primary rights of employee, it should be regulated according to the enforce rules and regulations of Iraq and Kurdistan and signed between the contractor and the employee with two copies each party shall keep his own copy. The contract should contain the number of working hours, salary types of work and all the other details. During interviewing employees who work in the petroleum sector it was concluded that there is no regulated contract between the oil company and the employee, there is only one English copy which is kept by the company and it is not given to the employees and also the clauses, rights and obligations of both parties are not clarified to the employees. The employees, therefore, are not familiar with their rights and obligation and by the way they cannot ask their rights in front of the court in the case of breaching their rights. Another breach relating to the work contract is that the contract between the company and the employee was written in English, while it should be in Kurdish.

b- No social insurance and retirement. According the Kurdistan Law of Social Insurance and Retirement of 2012, the employees should be registered by the Ministry of Labour and Social Affairs for the purpose of social insurance and retirement. However, it was noted that the petroleum sector employees was not registered for the mentioned purpose and this results the companies can save money because under the Law the employees should be insured at rate %17 of their monthly salary which %12 should be paid by the companies and %5 is paid by the employee. It seems that the MNS to attract and make the petroleum companies agree to invest in Kurdistan doesn't pay attention to such right of the employees.

c- Number of hours and days of work. Identifying the number of hours and days for work per week is one of the fundamental principles of protecting employee right according to international work conventions and standards, employee shall work 6-8 hours per day and 5 day per week. However, the seen reality of oil and gas employees in Kurdistan was contrary to that in a way that the employees work 6 days per week and 12-13 hours in a day. Another recorded phenomenon among the employees was that they were enforced to take a job and extra work without getting the permission and agreement of the employees, and the employees could not express any disagreement, they had to be bound with all decisions taken by the companies, otherwise they were losing their job. In addition, the employees were not provided with health safety conditions which have been confirmed by the Kurdistan Oil and Gas law No.22 of 2007. The situation for driver employee is worse because the driver should compensate the company the whole value of oil in the case of happening accident.

CSR according to the Ministry of Natural Resources

According to the issued data by the MNR 357 projects for (USA $ 37,138,165) have been performed in the scope of the SR. The date confirms that another 45 projects for (USA $ 37,803,823) are under complementing, and 48 projects for (UAS $ 24 Million) have been planned to build.

Disruption the costs about the projects of CSR		
Stage	**Number of Projects**	**Total cost**
Completed	357	$37.138.165
Continue	45	$37.803.823
Planned	48	$24.803.000
Total	450	$99.744.988

If the issued date by the MNR is taken to consideration, it will be clear that the above projects have not been performed in the area of producing oil, while they were built in centre of governorates. This leads to leave negative impact on the areas of producing oil in which the majority are villages. Furthermore, it is contrast to the Iraqi Constitution 2005 Article (112) 2 and Kurdistan Laws which all insist the much more amount of revenue coming from oil should be shared over the area of producing oil.23

Conclusion & Recommendation

CSR recently has been dramatically cared by all producing governments. It can be said that the concept of CSR has be changed from a voluntary to obligatory norm, and it is confirmed by almost all local laws and international conventions. It plays a central role to improve the principles of human right, create a clean environment, reduce corruption, and provide better life for local communities as well. In Kurdistan the performed SR by the oil companies is not satisfactory in comparing with the number of oil companies and financial achievements. The MNR has mainly focused on the centre of governorates to implement the CSR rather than the villages and area of producing oil. In addition, performed SR has not been cared by the companies and the MNR in the sector of environment, reducing corruption and human right.

It seems that the MNR to attract and make agreement the oil companies to Kurdistan is more flexible and doesn't require the oil companies to perform the SR. The other authorities like parliament and NGOs should take supervision responsibility to enforce the oil companies to perform the SR.

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APPLICATION OF THE ANALYTIC HIERARCHY PROCESS METHOD IN DETERMINING A CREATIVE INDUSTRY STRATEGY: EVIDENCE FROM CREATIVE INDUSTRY IN SOUTH TANGERANG

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ABSTRACT

Indonesia has natural resources that can be processed into creative industries. Each region has diverse creative industry and describes the characteristics of each region. The purpose of this research is to determine the priority strategies that need to be improved for the continuity of the creative industries in South Tangerang. Samples of research done on the sector craft industry with the number of 20 craftsmen (SMEs) by purposive sampling. Primary and secondary collection using questionnaire techniques, interviews, and observations at the selected SMEs as the sample. Furthermore, determining the priority strategies for SMEs that need to be improved in developing businesses such as improving infrastructure, product quality, product innovation, product design, product packaging, markets, and others which refers to the results of previous research (2019). Analytical techniques used were an Analytical Hierarchy Process (AHP). The results of the study show that of the 15 strategies (SO, WO, ST, and WT) the highest weight resulting from the pairwise comparison is WT. The second rank is the ST strategy. The third rank is the WO strategy. Thus, the most superior priority scale needs to be carried out by the South Tangerang handicraft SMEs sector is the WT strategy with the more important sub-criteria is to increase capital with loans to the government.
Keyword: SMEs, handicraft, strategies, AHP models

INTRODUCTION

The role of the creative industry sector is a very important part because it can increase economic growth. John Howkins (2013) introduces that economic growth depends on new creative and innovative ideas. Desrochers & Leppälä, (2011). Anne (2011), White (2010) explain the importance of strategy in the development of the creative sector in increasing economic growth. In general, the development of the creative sector still faces many obstacles, especially in terms of a proper and correct strategy for competitive advantage. This is the cause of not optimal management and development of the creative sector. To create a creative industry that can gain a sustainable competitive advantage in Tangsel is not an easy thing, there are many challenges and obstacles, besides that not all problems from the types of creative industries are the same. From the results of previous research (Nur Hidayah and Rodhiah, 2019) in the Tangsel handicraft sector, there are many factors that Tangsel SMEs must pay attention to to excel in competition. Based on the results of the SWOT analysis, the internal factors in the form of the strengths of SMEs are having expertise as craftsmen, availability of raw materials, creativity in developing motives, availability of community craftsmen groups, support from local government, traditionally raw materials, having skilled Human Resources (HR) and experts, production processes carried out traditionally, varying price levels, creative product diversity, availability of creative community groups, and a small number of competitors because between communities has different

varieties. While the main weaknesses are lack of business capital, lack of participation of local communities to join, lack of awareness of local communities to try to be creative, product packaging is still simple, availability of labor is still lacking, limited production results, production processes that are still traditional take longer, material resources it is quite expensive to use, the purchasing power of creative products is still lacking, the price is difficult to compete, the place of production is combined with a residence so that it becomes less flexible, and there are no handicraft product centers that can accommodate the products. For opportunities that are a source for SMEs in developing a business, handicraft products have a wide product market, local government policies that promote handicraft products, government support from coaching and training, homemade handicraft products have begun to be known abroad, information technology increasingly advanced, use of electronic promotional media, and exhibitions are often held by the government with exhibition sponsors from the local government. Meanwhile, the threats that must be paid attention to by craftsmen are the entry of new competitors in the handicraft industry, the weakening of raw material suppliers, the existence of substitute goods (more varied substitute products), the increasing number of Chinese products with lower prices, the threat of decorative items from outside, the price raw materials continue to soar, it is difficult to find the next generation of craftsmen who are mostly elderly. Based on these factors, 15 strategies need to be carried out by the Tangsel SMEs (Nur Hidayah, 2019). The existing strategies need to be grouped which are the priority so that decisions can be made in increasing the excellence of South Tangerang SME handicraft products. By using the AHP model, first is to determine the priority scale that must be improved in the development of the creative industry in the Tangsel handicraft sector, then take decisions that become a priority in increasing competitive advantage.

RESEARCH METHODS

The research is conducted on the industry creative sector of crafts which are in Tangerang southern province of Banten, which covers several regions, namely Pamulang, Ciputat, Serpong, Bintaro, and others. The samples were selected by convenience sampling at SMEs(Small and medium-sized enterprises), as many as 20 craftsmen. Various sources that can assist in obtaining data are primary data sources which came from individual or individuals, to conduct deep interviews, observation, and questionnaires directly at SMEs Crafts South Tangerang. Source of data secondary obtained the data comes from sources that are not directly or through the media, intermediaries (obtained and recorded by other parties). The data used in this study are data from literature studies, South Tangerang Cooperative and Trade Agency, and from associations or creative industry communities in South Tangerang. Measurements carried out referring to the results of the grant of an internal period of 2 years, 2019. Retrieved Strategy S-O there are six strategies: empower groups of artisans are optimal, increasing pattern of coaching the artisans associated with sponsor exhibits, showroom house creative, application of IT, bringing craftsmen closer to the CSR program, using modern technology to increase production, maintain the quality of products, and improve guidance in terms of the design and packaging of products. W-O Strategy: there are two strategies: get closer to the banking and local government assistance programs to strengthen capital venture, improving skills and training for personnel employment, and developing a program promotion of both offline and online. S-T Strategy, there are three strategies: developing cooperation with the Government of South Tangerang in policies Houses creative, provide protection creativity of the products, and provide information about the standard of quality for the products handicraft. The W-T strategy consists of 3 strategies: improving local infrastructure, formulating policies for procurement / soft loan machines, and increasing capital by making loans to the government through BUMN. The analysis technique uses the Analytical Hierarchy Process method

(AHP) which is applied to help make decisions in choosing the most appropriate strategy to help SMEs in increasing sustainable development.

The AHP method is widely used to assist in various matters of the Jain election process (2018). AHP is developed and used for multi-criteria decision making. The basic principle of the AHP method is to create hierarchies, criteria, and alternative assessments, determine priorities, and pay attention to consistency (Andri, 2015). Analytical Hierarchy Process (AHP) is a method of practical and effective which is used to solve a variety of problems making decisions Multi-criteria. AHP was introduced by Thomas L. Saaty in 1980 (2012), AHP set rationality base to solve the problem into the smaller part. By solving decision problems, AHP allows decision-makers to focus on several criteria at a time. AHP also allows decision-makers to compare qualitative and quantitative criteria. There are three phases in AHP: defining a decision problem, establishing a hierarchy, and finally evaluating the components in the hierarchy. AHP is a multi-level hierarchical model with a system objective at the top, criteria, and sub-criteria in the middle and alternatives at the bottom of the hierarchy. AHP considers a set of evaluation criteria and a set of options from some of the best decision alternatives. Important to be prioritized from the multiple criteria that must be selected. Of the several options or criteria need to look for the best, by optimizing eachcriterion are Saaty (2012) and Brunnelli's (2015). That model can explain the various options with criteria such as image 1

Verbal judgment	Numeric value
Extremely important	9
	8
Very Strongly more important	7
	6
Strongly more important	5
	4
Moderately more important	3
	2
Equally important	1

Figure 1. Variable Judgment **Analytic Hierarchy Process (AHP)**

Nowadays, the company is interested in being sustainable in all three aspects, economic, social, and environmental. For this reason, a sustainable AHP production model through different creative industry practices can be prioritized. At this research stage, the AHP model is developed for creative SMEs products that need to be a priority to be developed to achieve business sustainability in the global market.

RESEARCH RESULTS AND DISCUSSION

Overview of Geographical Conditions and SMEs Conditions in its South Tangerang South Tangerang City is one of the capital city buffer cities, which has the closest distance, which is 25km from the capital city of Jakarta. As one of the supporting cities for the capital city, South Tangerang has a very rapid development with very high utilization. It was recorded that there were 50,210 urban areas of the

population from 2015 to 2016, with a population growth rate of 4.24%, (BPS, 2016). Such high development has also occurred in the business and creative industries. As many as 20.671 SMEs in 2015 were registered in South Tangerang City, which Serpong subdistrict has the highest number of SMEs that are 5.222 (Cooperatioon Agency & MSMEs, 2016). Development in the field of Creative Industries by the South Tangerang City Government is carried out by the formation of a creative industry intelligence team, and the holder of the Creative Industry Festival in November 2016. Besides, the South Tangerang City Government also sent superior SMEs products to be exhibited at creative economy product exhibitions in China, for the intertwining of establishing relationships between foreign investors and local SMEs, (Triana, 2014). Also, based on the statistics of UKM South Tangerang City, Culinary, Fashion, and Service fields are the fields with the highest development, namely with the number of each SMEs are 7.547, 750, 2231 (Cooperatioon Agency & MSMEs, 2016).

 South Tangerang City has all kinds of potentials and opportunities that can be developed. Including Micro, Small, and Medium Enterprises (MSMEs) is a business that is widely spread Indonesia. In South Tangerang City, there are about five types of SMEs or handicraft industries which include 165 units of wood crafts, 28 units of a plait, 1 unit of pottery, 293 units of cloth and 164 units of food. Also, there are 7 factory units in one industrial area (data from the Cooperatives Agency and SMES South Tangerang City). The existence of these MSMEs has the potential to increase economic growth in 2013 in South Tangerang City. In 2012, data from the Central Statistics Agency (BPS) recorded that the rate of economic growth in South Tangerang City reached 8.7%. With the economic growth rate above the average national economic growth rate (6%), this city with a smart, modern, and religious motto can increase the growth of SMEs for the better. As well as being able to contribute to the expansion of small and medium enterprises in the ASEAN region.

Based on the overall number of SMEs from the creative industry in South Tangerang, with each South Tangerang area being:

Table 1   Distribution of UKM for South Tangerang Region

No.	Territory	Number of SMEs
1.	North Serpong	3275 SMEs
2.	Pondok Aren	4680 SMEs
3.	East Ciputat	2990 SMEs
4.	Ciputat	3303 SMEs
5.	Serpong	5222 SMEs
6.	Pamulang	3058 SMEs
7.	Setu	1253 SMEs

Based on the name of the SMEs and type of craft artisans which are used as a research sample are:

Table 2. Business Name and Owner

No.	Business Name	Name of the owner	Production Address

1	Momade Craft	Dessy Mulyanita	Kenari Raya Pondok Aren Tangsel
2	Wid's Handcraft	Theresia Setyo Widyastuti	Serpong Green park Serua, Tangsel
3	Setu Batik House	Setu Business Cooperative	Muncul Serpong, Tangsel
4	Ondel-Ondel Betawi	Annisa Ulfa	Perum Pamulang Tangsel
5	Batik Datik	Datik Daryanti	Setiabudi Pamulang Tangsel
6	Vintage	Donie Bono	Ciputat Tangsel
7	Ladifa Collection	Goddess Keisliawati	Amarapura Housing Block E4, Setu Tangsel
8.	Wooden Batik, interior accessories, and Indonesia *exclusive souvenirs*	Ade Kresna Suwandi	Rempoa Hijau Complex, Tangsel,
9	TongKu Furniture	Syahrul	Setu Village, Setu District, South Tangerang City
10	Lantern Craftsman		Jombang Ciputat, South Tangerang
11	Handicraft products made from shells	Sri Sulastri,	Pondok Benda, Pamulang, Tangsel,
12	Leather jacket	Bob Sou vvan	Cirendeu, South Tangerang
13	Embroidery handmade Batik bags	Irma Afriani	Pondok Aren Tangsel
14	Naomi Handmade	Asih Naomi	Reni Jaya Pamulang complex
15	IS'B Craft	Isnaniar	Perum Bumi Sentosa Setu Tangsel
16	Kayana Creative	Feryandi	Jelupang, North Serpong
17	MiniCutee	Fiona Aryani	BSD Tangsel
18	Decoupage	Tyas Rols	BSD Tangsel
19	Deco Painting	Siti Intan Artini	Rawa Buntu Serpong Tangsel
20	Cika-Cika Handmade	Sitarami Hatmosroyo	Bintaro Jaya Tangsel

Source: results of research grant 2019

SWOT Results

Through the development of strategies that need to be carried out by SMEs, there are 15 strategies, table 3.

Table 3. Development of Competitive Strategy for Craft Business Unit

S-O	W-O
1. Empowering a group of craftsmen optimally 2. Improve coaching patterns to craftsmen associated with exhibition sponsor, showroom Home creative, IT applications 3. Bring the craftsmen closer to CSR program 4. Using modern technology to increase production 5. Maintain product quality 6. Increasing guidance in product design and packaging	1. Get closer to banking and programs local government assistance for strengthening of business capital 2. Improve skills & training for the workforce 3. Developing promotional programs both online and online
S-T	W-T
1. Develop cooperation with Tangsel local government in a policy of Creative house 2. Protect creativity product 3. Provide information on quality standards for craft products	1. Improve infrastructure area 2. Develop policies for Procurement / soft loan machines 3. Increase capital with making a loan to the government through BUMN

Strategy Decision Analysis

Creating a Hierarchy Tree
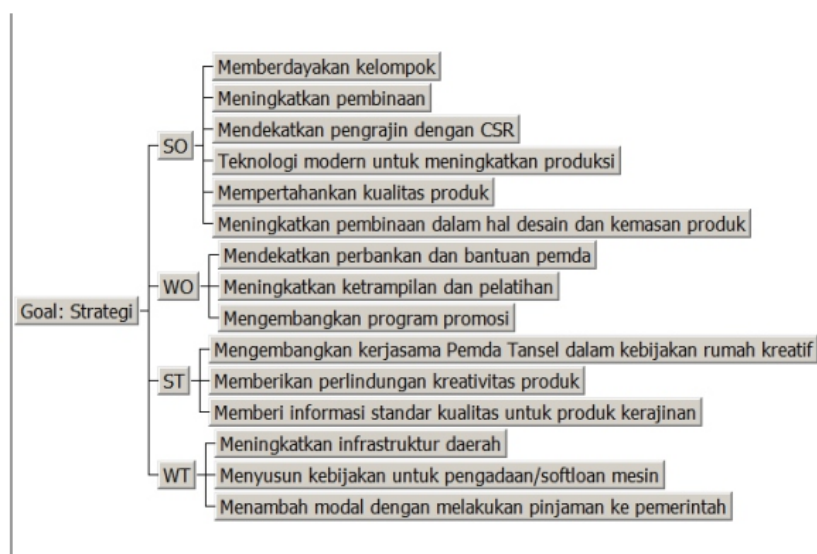
Figure 2. Hierarchy Tree

Inconsistency Value Calculation Results and Weighting in Process Hierarchy Analysis

Table 4. Overall Process Analysis Results
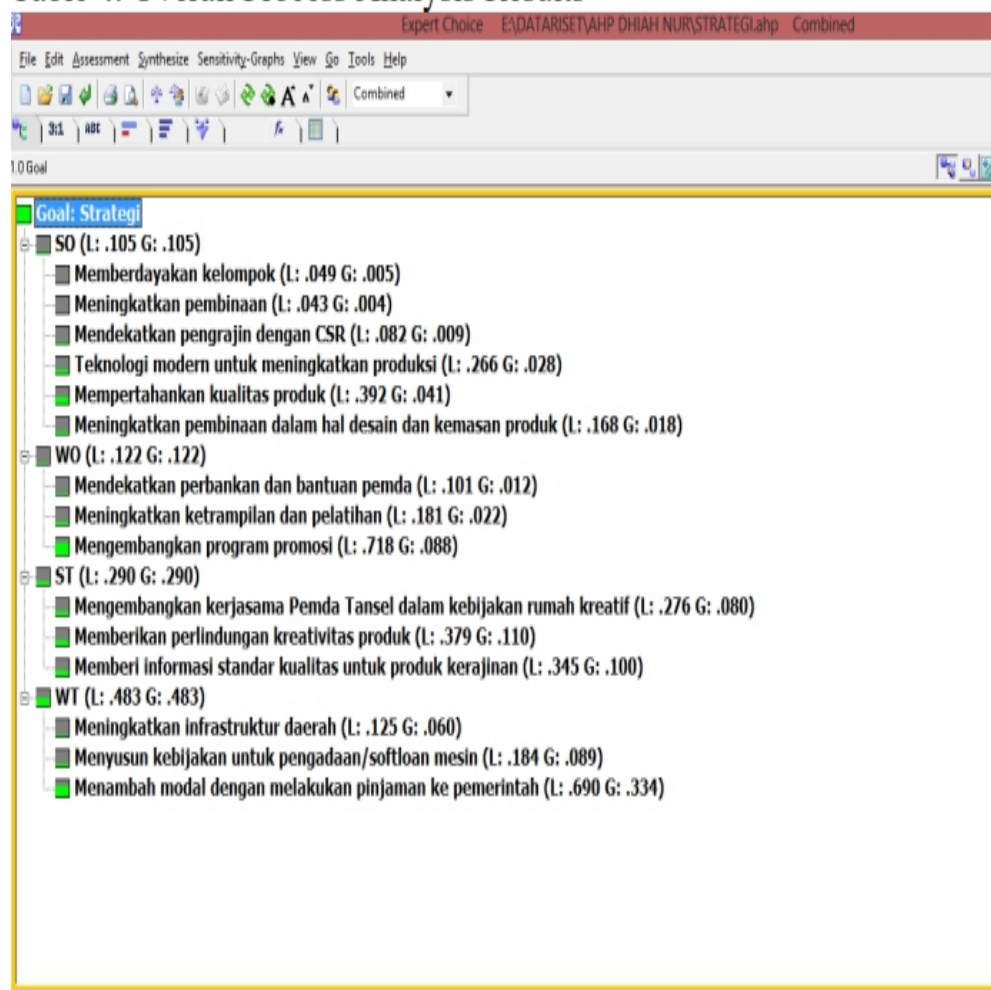
The table above is the result of the processing of 20 respondents on the statements related to the strategy they chose. Strategies that are deemed appropriate to the industry being undertaken. Each proposed strategy has a selection indicator that needs to be known in which order the employer feels is putting it first. For more details, each criterion and alternative can be described so that the levels can be seen based on the graph. In the following section, each criterion and sub-criteria assessment is presented to make it easier to read the data.
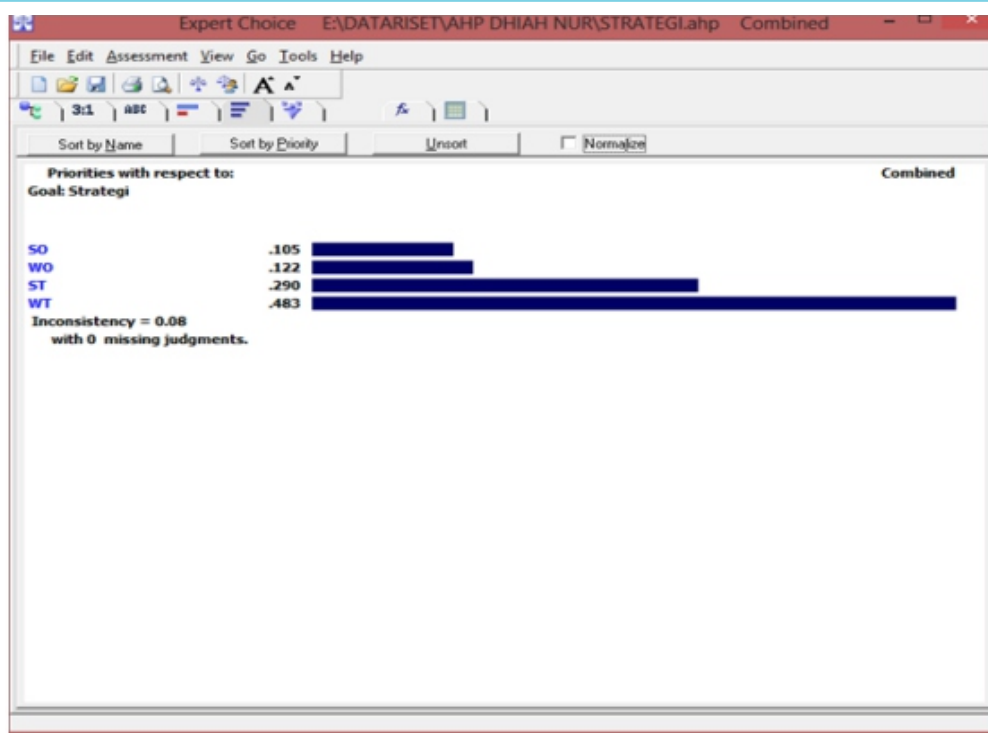
Figure 1. Results of Process Hierarchy Analysis on Criteria

The picture above is a breakdown of the pairwise calculation results between the strategy criteria for SO, WO, ST, and WT. The four are calculated on a Saaty scale of 1-9. The result shows a consistent value of 0.08 which is based on Saaty, that the consistency value set is less than equal to 10%. Because the inconsistency value obtained is 0.08> 0.10, it can be said that the answers to the 20 respondents selected have been consistent and can be used as research materials.

The highest weight resulting from the pairwise comparison is WT which is equal to 0.483. The second rank is the ST strategy with a weight of 0.290. The third rank is the WO strategy with a weight of 0.122 and the final choice is the SO strategy being the last one. The existence of this sequence can provide input for investors that business actors choose WT strategies in running their business.
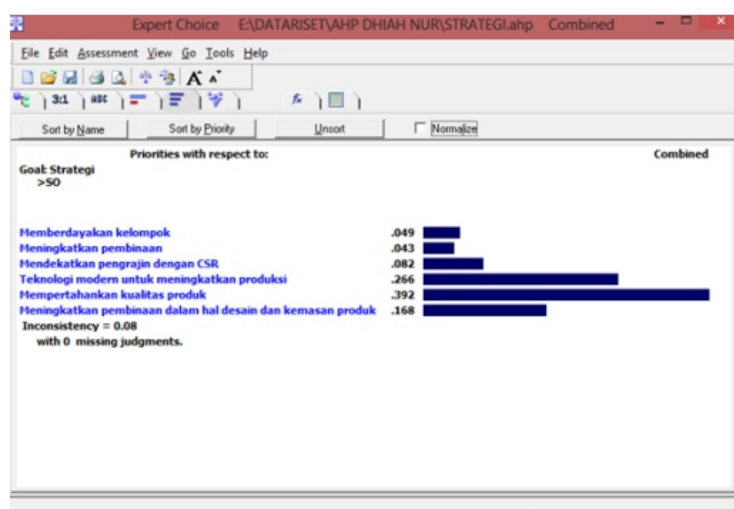
Figure 2. Results of Process Hierarchy Analysis on SO Strategy Sub Criteria

For each criterion in this study, sub-criteria were made to find out what the business actors prioritized in each strategy. The inconsistency value resulting from the calculation of 20 respondents is 0.08 which is smaller than 0.10 so that it can be said that the data is consistent and can be used for research. The first thing to be discussed is the sub-criteria in the SO strategy. 6 questions are used as a pairwise comparison and then each one is calculated its weight. The highest weight is "maintaining product quality" with a score of 0.392. The second rank is "modern technology to increase production" with a weight of 0.266. The third rank is "improving guidance in terms of product design and packaging " with a weight of 0.168. The fourth rank is "bringing craftsmen closer to CSR" with a weight of 0.082. The fifth rank is "empowering the group" with a weight of 0.049. The last sequence is "increase coaching" with a score of 0.043.
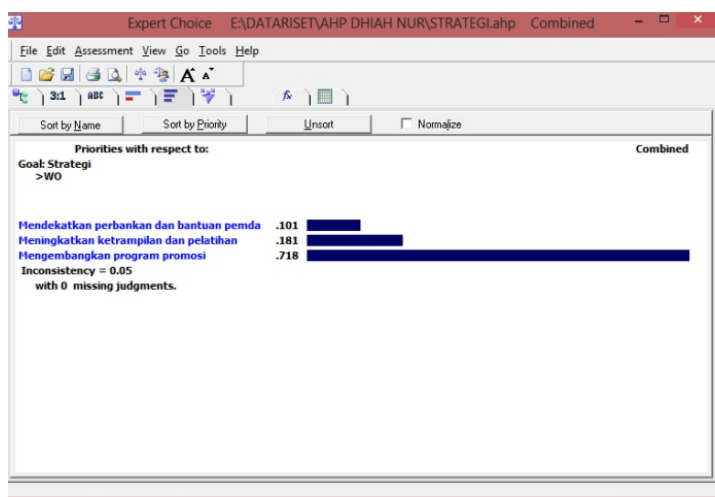
Figure 3. Results of Process Hierarchy Analysis on the Sub Criteria for the WO Strategy

The sub-criteria for the WO strategy have an inconsistency value of 0.05 because this value is smaller than the standard set, which is 10%, it can be said the answers over 20 respondents to the statement submitted is consistent and can be used for research. The sub-criteria WO has three pairwise comparison questions following the order from the highest to the lowest weight. The first line is "developing promotional programs" with a weight of 0.718. The second place is "improving skills and training" with a weighting score of 0.181. The last sequence is "bringing banking closer to local government assistance" with a weighting score of 0.101.
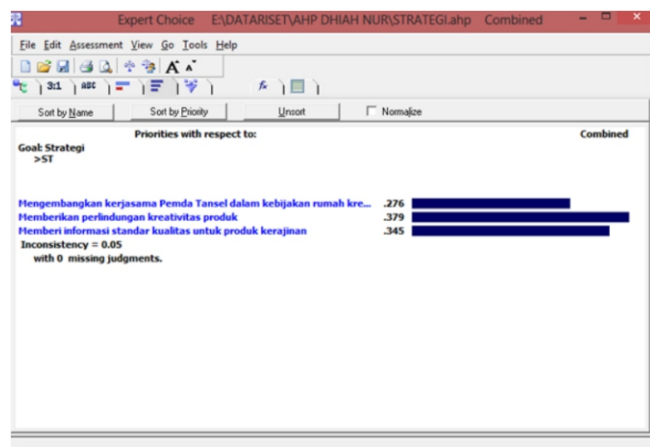
Figure 4. Results of Process Hierarchy Analysis on Sub Criteria for ST Strategy

The sub-criteria for the ST strategy have an inconsistency value of 0.05 because it is smaller than 0.10, it can be said that the respondent's answer is consistent and can be used for research. The first rank is "to protect product creativity" with a weight of 0.379. The second rank is "providing information on quality standards for handicraft products" with a weight of 0.345. The last sequence is "developing cooperation between the local government of Tansel in creative house policy" with a weight of 0.276.
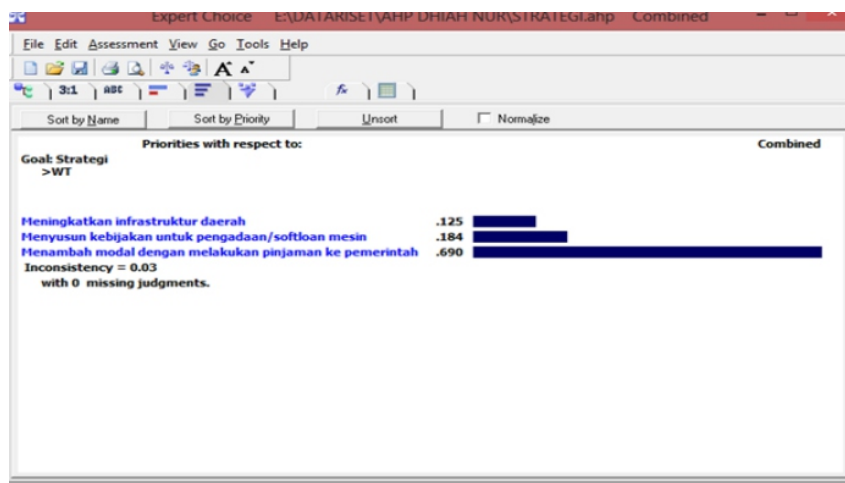
Figure 5. Results of Process Hierarchy Analysis on the Sub Criteria for the WT Strategy

The WT sub-criteria have an inconsistency value of 0.03 which is smaller than 0.10 so that it can be said that the respondent's answer is consistent and research can be carried out. The first sequence has a high weight of 0.690 is "increases capital by making loans to the government ". The second place is "developing policies for procurement / soft loan machines" with a weight of 0.184 and the last ranking is "improving regional infrastructure" with a weight of 0.125.

CONCLUSION

Based on the analysis carried out in the previous chapter, several conclusions can be made, namely:

1. Competitive advantage strategies, which are SO, WO, ST, and WT, the highest weight resulting from the pairwise comparison is WT. The second rank is the ST strategy. The third rank is the WO strategy. So, the priority scale that is most superior for the South Tangerang handicraft SMEs sector that must be done is the ST strategy with a more important sub-criteria, namely increasing capital with loans to the government.
2. On the sub-criteria for the SO strategy. 6 questions are used as pairwise comparisons. The highest weight is "to maintain the quality of products" on SO Strategy, thus the most important priority that needs to be proposed is to improving product quality.
3. The sub-criteria WO has three pairwise comparison questions. The highest weight is "developing a promotional program". Thus, the most important priority that needs to be proposed is developing a promotional program.
4. In the sub-criteria ST strategy, 3 questions are used as pairwise comparisons. The highest weight is "providing information on quality standards for handicraft products". Thus, the most important priority that needs to be proposed is giving information quality standards for handicraft products.
5. On the sub-criteria for the WT strategy. Three questions make pairwise comparisons. The highest

weight is to "increase capital by making loans to the government". Thus, the most important priority that needs to be proposed is to raise capital to make loans to governments.

SUGGESTIONS

Through the research results obtained, several things can be suggested:

1. To develop and improve business, an immediate strategy for the development of creative product SMEs is to increase capital through loans from the government.
2. Do not rule out other strategies such as providing information about product quality. It is important for SMEs to produce good quality products and have standard SOPs. This will make it easier for the product to expand its market internationally.
3. Promotion programs also need to be improved. Through increasingly advanced technology, it is hoped that it will not only rely on offline media but also online media.

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MEASURING ACADEMIC RESILIENCE ON INSTITUTIONAL STABILITY IN PUBLIC SECTOR UNIVERSITY STUDENTS: A CASE STUDY OF PROVINCE PUNJAB, PAKISTAN

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ABSTRACT

The aim of the study is to discover the perceived level of academic resilience and perceived level of institutional stability in public sector university students. The target population is consisting of Bachelors of Science (BS) students studying at public sector universities in Punjab.A random sample of size 1678 (for quantitative data) and 16 (for qualitative data) student is selected for this investigation. Quantitative data analysis is carried out through such as: Person r and Anova. The predictive estimation of the student is performed by using decision trees and linear discriminant analysis. Qualitative data were analysed through thematic analysis.
Keywords: *Academic Resilience, Classification Trees, Correlation Analysis.*

INTRODUCTION

Stability is defined as the condition of being reliable or unlikely to change suddenly and institutional stability is referred to as strong mechanism of being reliable, firm, powerful and sharp in transition. However, institutions do keep an eye on certain dynamic and systematic processes, which account for their natural in time and their influence in shaping human reactions. Institutional structures do not respond in any quick and runny way to alterations in the local or global environment. Institutions once established tend to reproduce themselves in a systematic mode. In a given environment (of internal and external factors), the institutions and their patterns of behaviour generate stability. This behaviour will replicate as long as this context remains the same (Greif and Laitin, 2004). Two main reasons account for such tendency to stability:

i.The influence of previous organizations.
ii.The mechanisms by which institutions are reinforced.

If institutions are adjusted quickly to develop social, political and economic environments, and shape the behaviour of individuals in which individuals operate by providing extra incentives and guiding collective behaviour, which would be the key point in studying the processes of institutional stability. Attention could be focused either on the motivations of individuals or groups or in the external and contextual factors. However, if the formal, informal or both institutions, the study of institutional dynamics performances such as: human action and decision-making takes place are the important agenda of social sciences research (Greif and Laitin, 2004).

Concept of Resilience

The concept of resilience has been used to describe the various ways in which individuals handle challenges and risks. Most of the educationists are interested to understand the concept of resilience in an effort to support allstudents perform better. Our educational system is scrambling to meet the demands for knowledge, skills and identification and treatment of academic, emotional, social, mental and health concerns of our youth (Meneghel et al., 2019). Researchers are hypothesized that the study of students who have overcome risk and adversity will further develop and understand normal development and diversity in significant way.Wittrup et al. (2019) described the idea of resilience as a self-righting mechanism. This idea involves an understanding of success in the setting of the organization or individual. Understanding the context of success within a system would serve as a reference point to determine if an individual was successful. According to Rutter (2012) resilience is an active process, which results in exposure to adversity rather than avoiding adversity. Resilient people are able to manipulate their atmospheres in such a way to protect themselves from the negative consequences of the adverse condition. Many people cope with adverse situations by avoiding the situation. A second feature of resilience described by Rutter (2012) is it builds positive attitude from past experiences. Experience with adverse circumstances aids in the development of skills to deal with hardship. Resilient people are able to generalize their experiencefrom one experience to another. Thirdly, significant risks vary over time means individual resilience will vary over time, depending on risks and available protective factors. A fourth feature is that certain factors can function as both a risk and as a protective factor, depending on the context (Gintner, 2017) and in this study it will be referred to as academic resilience.

Academic Resilience

The concept of resilience has got huge attention in the past three decades with findings published in a number of disciplines, including child development (Ager, 2013), paediatrics (Martin and Marsh, 2006), Psychology (Kutlu and Yavuz, 2016) and education ((Roth et al., 2007). Recently, researchers are interested to examined resilience in the university environment (Radovan and Makovec, 2015). According to Yavuz and Kutlu(2016) academic resilience can be defined as "the process and results that are part of the life story of an individual who has been academically successful, despite obstacles that he/she faced". Academic resilience is defined solely by exceptional academic achievement in the face of adversity. Masten and Coatsworth (1998) further define academic resilience as a satisfactory performance in intellectual or academic tasks in spite of their unfavourable backgrounds. It is particularly important to be resilient in an academic environment, which is characterized by growing academic pressure, decreased provision of academic support, potential social isolation and long-term financial debt (Robinson and Carson, 2016). How well the students are adjustedin an educational environment depends on the protective and risk factors that operate in the educational institute. Those who receiveany benefit from strong protective factors tend to be more resilient, experience fewer adjustment issues and cope better with challenges (Good and Shymansky, 2011). Resilient students sustain high levels of achievement, motivation and performance extraordinary despite theirstressful environment at university level. Resilience is a positive outcome; an individual uses the external and internal protective factors to over the risk factors that exist within the context.

Rational of the Study

During university studies some students encounter setbacks, low academic performance, study pressure,

downward spiral of under-achievement, buckle under the pressure of university; while other students accept these challenges energetically and achieve their academic goals. Students having strong academic resilience can solve these obstacles during studies. Our focus is to discover why and how some students can achieve academic success in their academic carrier while other are not, despite of their risk factors and academic setback they may face is same for all of them. Moreover, the resilience approach attempts to discover characteristics of students and their adjacentenvironment that are connected with academic success instead of risk factors of circumstances. Academic resilience studies enhance our knowledge regarding individual (internal) and collective (external) factors that are connected with academic success. Research shows that there was high failure rate in the higher education sector. Only a few studies are explored regarding academic resilience on ethnic minority groups and low achiever (Rojas, 2018). Considering the above facts, the objective of this investigation is to determinewhether academic institutional stability of university students differ significantly in terms of gender, education variables (grade levels perceived academic success in high school perceived academic success in university and major) and family related variable (parent education level, household monthlyincome, number of family persons and their residential locality) are also taken into consideration through this study. Bulk of student'senrolmentsin various institutions may face failure in their academic goals such as drop out or repeating their academic courses. These failures can produce negative impact in students' self-esteem and self-perception. So, students are unable to achieve their future goals successfully. As there is lack of empirical researches that determine how academic resilience is affected by institutional stability of the university students, the researcher intended to conduct this research that may support students, teachers, and concerned authorities of higher education for elimination of such problems faced by students during university education.

Statement of the Problem

Higher education plays a vital role in every field related to national growth. Most of the public sector universities that are responsible for providing higher education by facilitating students according to their available best sources, but still there are many hindrances that are significantly affect the students'success. Academic resilience enables students to deal positively with the hindrances occurring during their studies or in their social life. Fraenkel et al.(2011) strongly recommend that academic resilience is one of the possible solution for helping students to persist in university education. Thus, the present study investigates the effects of academic resilience on institutional stability in university students.

RESEARCH METHODOLOGY

In this researcher, we focused ona mixed method "QUAN-QUAL"approach for the study, which following questionnaire and semi-structured interview of the public sector universities students. The data collection related to the research objectives is defined as follows:

Participant

The population of the study is consisting of students which are enrolled in BS programs at public sector universities located in Punjab province. Thus, the target population of this study comprised of all students of BS Honour (4 years programmers) studying at thirty-four public universities (HEIs) located in the Punjab province of Pakistan.A simple random sample of 1678 students of eight public sector

universities is selected for this study.

Procedure

Researcher developed two instruments, which are used for data collection. (I) Closed ended questionnaire based on four-point liker scale and (ii) semistructured interview schedule designed by the researcher for qualitative data collection. Both instruments are used after confirming their validity and reliability. Data is collected from the respondents through various techniques like personal visit, e-mail and by postal services. The questionnaire packet included brief description of all items regarding how he/she can respond to the questionnaire items. After it, the questionnaires are distributed among the students and their response is collected from them.
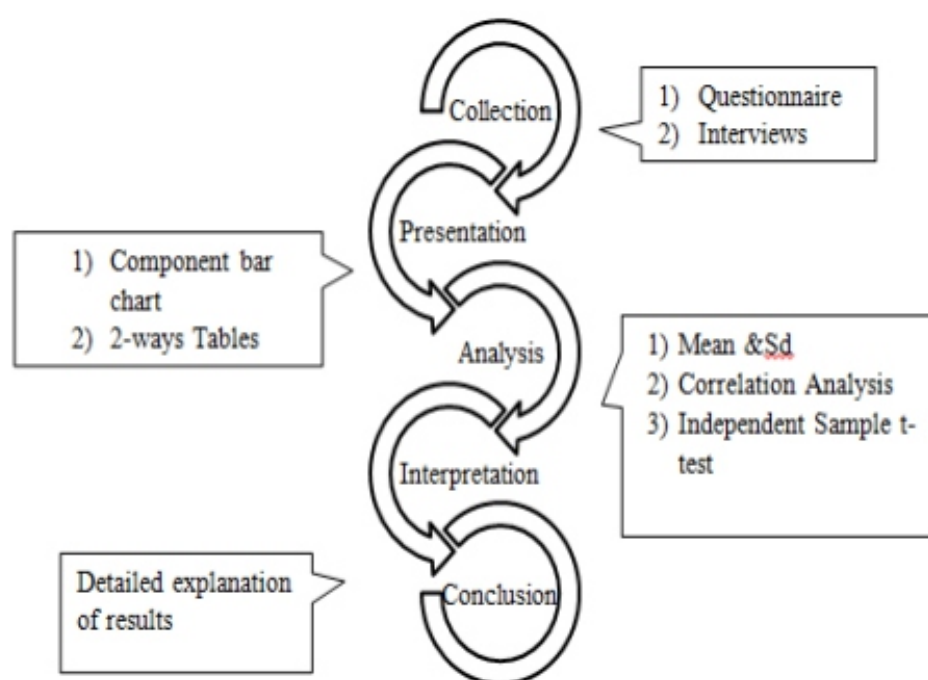
Demographic Measures

In Table 1, the data description of the demographic variable is briefly explained by the two classification of entire data set. For this study, eight public sector universities are selected randomly from the available thirty-four 1800 students, only 1678 saysr students can provide the response and reamaining (n -r) students are reluctant to report their true response due to their personal and social problems. The overall non-response rate is 6%. From the 1678 university students, 724 are the male students and 954 are the female students. In the selected sample, 206 students are selected form university of agriculture Faisalabad (UAF), 202 students belong to university of Punjab(PU), 204 students are belonging to the islamia university Bahawalpur and remain are defined in Table 1. 852 students are those who belong to rural area and 826 are those belong to urban area. 880 students are living in their own houses, 704 are the resident of rent houses and 94 are the resident of those houses which are own by the other family members. In this investigation, 5 have their CGPA between 2.10 to 2.50, 295 are those have their CGPA between 2.51-3.0,892have their CGPA between 3.01 to 3.5 and 486 are those who have CGPA between 3.51 to 4.0. In column wise the departmental affiliation of the students defined in significant way. Out of 1678 respondents, 77 belong to department of Life Science, 111 have their affiliation in Mass Communication department, 165belongs to Economicsdepartment, 185student have their affiliation

from Engineering department, 181are those who are students of the department of Physical Science, 122are belong to Islamic Oriented Learning department, from the History and Pak Study department 94 student are selected, 163 respondents belongs to Pharmacy department, 100English Literature, From Education department 160students provide the response, 111 are belong to Law department, 88have their affiliation from department of Sociology and reaming belong to Political Sciences department.

Table 1: Description of demographic variable

Name of Uni.	Gender		Life Science	Mass Communication	Economics	Engineering	Physical Science	Islamic Oriented &	History and Pak. Studies	Pharmacy	English Literature	Education	Law	Sociology	Political Science	Total
		Gender	M 34 F 43	M 55 F 56	M 68 F 97	M 89 F 96	M 98 F 93	M 48 F 74	M 34 F 70	M 74 F 89	M 35 F 65	M 62 F 98	M 47 F 35	M 53 F 58	M 63	
GCUF	M	85	11	26	33	17	9	7	10	17	17	41	20	7	15	230
	F	145														
UAF	M	90	6	12	8	2	20	27	23	22	19	32	8	9	18	206
	F	116														
PU	M	85	2	20	17	33	35	15	10	15	3	18	11	3	20	202
	F	117														
IUB	M	91	7	8	19	26	30	13	6	34	17	19	0	12	13	204
	F	113														
GCUL	M	99	11	13	26	22	24	20	7	7	10	19	8	29	9	205
	F	106														
BZU	M	94	20	8	24	15	15	9	11	37	18	19	13	15	8	212
	F	118														
ARID	M	98	6	16	27	23	29	18	12	6	5	11	26	6	19	204
	F	106														
UG	M	92	14	8	11	47	19	7	21	25	11	1	25	7	19	215
	F	133														
Total			77	111	165	185	181	116	100	163	100	160	111	88	121	**1678**
Resident	**Gender**															
Rural	M	360	40	74	75	88	97	80	45	59	45	90	59	42	58	852
	F	492														
Urban	M	364	34	37	90	97	84	42	49	104	55	70	52	46	63	826
	F	462														
Living Status	**Gender**															
Own	M	391	50	51	103	105	105	52	51	73	35	88	64	47	66	880
	F	489														
Rent	M	298	27	57	54	75	64	63	27	84	45	69	64	36	49	704
	F	406														
Own by Other	M	35	0	3	8	5	2	7	16	6	20	3	3	5	9	94
	F	59														

CGPA	Gender																
2.0-2.5	M	1	0	0	4	0	0	0	0	0	0	1	0	0	0	5
	F	4														
2.51-3.0	M	139	1	20	49	29	64	26	4	6	8	27	13	17	5	295
	F	156	7													
3.1-3.5	M	377	3	51	91	95	60	64	64	90	37	77	67	55	67	892
	F	515	7													
3.5-4.0	M	207	2	33	21	61	27	32	26	67	55	55	31	16	39	486
	F	279	3													

Statistical Analyses

For the better understanding of the effect of institutional stability on the academic resilience, we use the Pearson correlation coefficient. For the better understanding of the academic resilience, we use the classification trees. The predictive estimation of the sample units is carried out with the help of linear Discriminant Analysis (LDA), Quadratic Discriminant Analyse (QDA) and K Nearest Neighbours (KNN). These statistical methods are discussed as:

Correlation Analysis

Most of the researchers are interested into measure the positive or negative relation between the different variable by using the correlation analyses. We define a hypothesis to measure the relationship between the academic resilience and institutional stability, as:

Hypothesis 1: There is no significant relation between the institutional stability and academic resilience.

Table 2: Correlation analyses

Variable	Statistic	Institutional Stability
Academic Resilience	Pearson Correlation	0.934**
	Sig.	0.000
	N	1678

From the Table 2, it is easily concluded that there is a significant relationship exist between the academic resilience and the institutional stability of the public sector university student. The Pearson correlation values 0.934 shows that the academic resilience between university students has been increased as the increase in institutional stability increased. At the 5% level of significance, we reject hypothesis 1 that there is a significant association between the studied variables. The p-value (0.000) is smaller than the level of significance.

Final Remarks

On the basis of current numerical findings basis on the LDA, QDA and KNNmethod, we are able to report it that the KNN predication approach has the better prediction accuracy as compare to LDA and

QDA. The group of all explanatory variables are positive and large in magnitude. The coefficients of the LDAs show that all the predictor variables have the significant effect of the overall performance of the academic resilience of the university students. In CT, the prediction accuracy is 88.81%, which is larger than LDA and QDA but smaller than KNN. So, we conclude it that KNN perform much better as compare all of it. From Figure 1, we observed the effect of the significant predictor variable along with the effect of each category (D, A, SA). The total frequency of each group is reported for the significant illustration of academic resilience.

From this investigation we are able to understand the academic resilience by the institutional stability in public sector university BS students. Researchers and public/private sector departments/organizations may get help from this study toprepare/implement their policies in their institutions to improve the academic resilience of students.

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AN EVALUATION OF ENGLISH COLLOCATION USAGE BARRIERS FACED BY COLLEGE STUDENTS OF RAWALPINDI, PAKISTAN

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ABSTRACT

The study intends to explain the problems of English collocational use faced by the both public and private college students in Rawalpindi, Pakistan and recommends some authentic ways that will help in removing the learning barriers in the light of the concerned pedagogical issues. It will not only help the students to improve their knowledge of the phenomena but will also enlighten the target teachers about the significance of authentic collocational use that how it naturalizes both written and spoken expressions. Data, from both the undergraduate level of students and teachers, has been collected with the help of open/close ended questionnaires to unearth the genuine cause/s and supplement them with the required solutions rooted in the actual problems. The data qualifies for the analysis using both qualitative and quantitative methods. The students fail to use the authentic collocations owing to multiple reasons: lack of awareness about English collocational use, the improper teaching methodologies and inexpert teachers.
Keywords: English Collocational Use, Teaching Methodologies, Learning Barriers.

INTRODUCTION

Learning a foreign language means to be predominantly associated with learning its grammatical structures but the vocabulary use does not receive the same importance. It has always been taught through the other skills whereas grammar has been taught as a separate module. Even the curricula being followed in schools and colleges are full of grammatical rules that are said to improve the learner's language as if teaching a language stands for teaching grammar.

Recently, many researchers have elevated the importance of teaching vocabulary and questioned "the grammar-vocabulary dichotomy" and encouraged a lexical approach which is mainly interested in teaching collocations. As it is claimed by Lewis (2002), the father of the lexical approach and of collocations, collocations should be taught because they constitute the central part of vocabulary. Furthermore, Lewis (2001) believes that teaching collocations would raise students' proficiency in language learning. It is focused on the direct influence of teaching collocations in the field of foreign language writing where the students have a problem of combining words together. This may be due to their ignorance of collocational awareness or interference of mother tongue or even the second language. However, people in Pakistan put extra energy to learn second language i.e., English. Hunston and Francis (2000) mention in Pattern Grammar that although collocational understanding is problematic to the learners yet the importance of collocational knowledge in the second language competence is beyond dispute because it enables learners to use English more fluently and sounds more native-like. For this purpose, different methods have been introduced for teaching second language. The first and foremost method being adopted by the language teachers was Grammar Translation Method.

Finding this method less influential, Direct Method was introduced. The reason for replacing the method was either the reaction of the learner and his/her culture or due to the shortcoming associated with the traditional methods. The Direct Method helps in teaching the second language in a more appropriate way

due to the direct relation with second language or without any influence of the first language. So far as the main problem in learning English collocation is concerned, McCarthy & O'Dell (2008) explain that the students are restricted to learning the definitions of a single word and its usage. Many teachers are found to correct their students on grammatical mistakes, but they fail to notice those mistakes are due to the lack of collocational background knowledge. As English grammar is necessary for the second language learners, similarly, collocations have to be taught to encourage students in terms of speaking and writing. Therefore, Hill and Lewis (2001) reveal that collocations should be taught in class, when EFL/ESL teachers instruct collocations, they ought to make students aware of using collocations and storing them in their memory. The students do not only learn how the words can be put together, but they also learn the grammatical structure from the collocations instruction.

In this way, the role collocations play in second language teaching is integrally related to the notion where language is learned in a series of pre-fabricated blocks or chunks. These chunks assist as the basic data to identify patterns in a language for the learners. Since the children learn not only words but also chunks of a language which make them fluent speaker later. Therefore, the chunks seemed to be remarkable to get efficiency in a way that they had memorized as complete units. The imitation and reiteration of these chunks are found very helpful at initial stages as the grammatical pattern acquisition is not possible. Accordingly this part of imitation and reiteration is again related to Direct Method instead of Grammar Translation Method. A proper strategy is helpful to follow a pattern, in which, sounds, symbols, words and then collocations can be learnt in a natural way.

Statement of the Problem

Students of English as a Foreign Language (EFL) lack the vocabulary needed to produce correct written English. Besides, they use inappropriate word combinations when they write; i.e., words that do not go together. As a result, their writing is not proficient. Hill claims that the students with good ideas often lose marks because they don't know the four or five most important collocations of a key word that is central to what they are writing about. Therefore, their writing is full of "mis-collocations" that makes it sound unnatural. Hill illustrates this problem with the following example in which students say: "His disability will continue until he dies" rather than "He has a permanent disability". Hence, students should realize the fact that words have their collocational fields. The present study will evaluate English collocations usage difficulties of students at college (BA/BSc) level. Likewise, teachers' difficulties in teaching collocations will be assessed by using questionnaires. For this purpose four different Rawalpindi colleges have been taken as a source of random population.

OBJECTIVES

The main objectives of this particular study are as follows:

1. To explore the effectiveness of direct method especially for learning English collocations against GTM.
2. To explore the cause of the difficulties faced by the concerned students in learning English collocations.
3. To recommend the required solutions for the identified difficulties to smoothen the process of English collocations teaching/learning.
4. To introduce the authentic awareness of English collocations in the target society.

RESEARCH QUESTIONS

For the achievement of the objectives following research questions were formulated.

1. How collocations are taught/learnt at colleges in Rawalpindi?
2. What are the difficulties faced by students at college level in learning collocations?
3. What are the major causes of these difficulties?
4. What are the solutions to tackle these problems?

LITERATURE REVIEW

The importance of vocabulary has been recognized throughout the world and a lot of research has been conducted in the area of teaching vocabulary but the situation is still miserable in Pakistan. The practical aspect of any language is the most important one. Teachers should be well aware of this importance to be able to pass over this sense of priority to their students. Collocations play an essential role in language teaching and learning. To communicate well in foreign language, learner ought to acquire a suitable number of word mixtures and should know their correct use. Many researchers have considered the importance of collocations in SLA (Second Language Acquisition) and TEFL (Teaching English as a Foreign Language). But each researcher has approachedcollocations from a different dimension. So, there are different categories: some researchers have approached the problem of translating collocations in a purely linguistic description. Others have been much interested in contrastive and error analysis while the rest of the other researchers have investigated collocations' use and in some cases its relation to proficiency in speaking and/or writing. Concerning the problem of collocational errors, some researchers have approached it within their mother tongue.

 The influence of using collocations on fluency in writing has been investigated widely. Correlation has been found between writing proficiency and using collocation. But none of the researchers has tried to teach collocations as a treatment to see whether teaching collocations could lead to fluency in writing. This research has approached the problem of mis-collocations in foreign language writing and tries to fill those gaps which are still there. Collocations are more like passwords to native-like fluency in a foreign language. Collocational errors should thus be minimized in translation and advanced writing in particular.

Baker (1992) defined collocations as a tendency of certain words to regularly in a given language. Also, Hill (2001) explained that a collocation is predictable combinations of the content words, e.g. foot the bill and weather forecast, etc. This co-occurrence of the words repeatedly confuse the students. On the other hand, Collocations are arbitrary and non-predictable. Non-native speakers cannot cope with them; they must have some adequate guide. They have no way of understanding that one articulates in English make an estimate, (but not make an estimation), commit treason (but not commit treachery). In English, one utters commit fraud. However, only the collocation commit suicide is possible; one cannot say perpetrate suicide.

English Teaching Methodologies in Pakistan

In GTM, there is a great influence of mother tongue because everything has to be translated into first language. Sadeghi (2010) is quite right in her article, "The Importance of Collocation in Vocabulary

in Vocabulary Teaching and Learning", that to understand collocations and translate them, they become very problematic when one or both of the component words depart from their primary sense. Primary sense, here means that it gives clue to the translator to guess the meaning of the unknown or less transparent element, and subsequently plays a major role in helping the translator retrieve the target language words. The deductive method is highly recommended to teach in GTM. Even the vocabulary items are taught in the form of word list. For explanation of grammar maximum elaboration is used and somehow kills the sense completely. Knowledge of the rules are being considered essential.

In contrast to GTM, direct method has been found more influential in learning foreign language. The very first and foremost idea DM introduces is to follow inductive approach in the class meant to start from the words or the chunks of the lexical items to proceed further to sentences. Instead of following the rules the students start learning from the bits and pieces that help them to achieve the objective to converse in target language. The principal aim of DM is to establish a direct bond between the English word, phrase or collocation and its meaning. Hence, there is no concept of mother tongue interference due to direct bond implication as the learner tries to understand the foreign word or expression as it stands, without learning over the native language. Consequently, students can have first-hand experience of foreign language while learning it via DM. Many other studies have proved that although reading for meaning has increased L2 vocabulary acquisition, direct instruction has reached even better. These studies suggest that promoting a mixture of direct and related learning combined with learning strategies is the most fruitful way of teaching vocabulary.

Ambiguities in Collocations

Students of English often complain about the complexity of learning collocations. There are different aspects of collocations but these two are important to discuss. Grammatical and special aspects of collocation are to be dealt at first. Grammatical aspect can be further divided in which adverbs and verbs are included. Adverbs such as highly, utterly, bitterly, deeply are alternatives collocate strongly with specific words, and other combinations often sound unnatural, highly unlikely, highly unusual. This problem can be sorted out by using DM other adverbs can also be taught in similar way.

McCarthy & O'Dell (2005) once again mention that "verb is another grammatical aspect in which learners have problems with using of 'make and 'do'. The basic meaning of 'make' is about producing something and the basic meaning of 'do' is about performing an action, if the meaning is understood then these collocations may seem more logical, 'make arrangements for', make friends, do your best, do damage, do an experiment.

Learners likely to have intra-lingual errors which mean they refer to phenomena that act within one language or as a result of partial learning of L2 rather than L1. For example, instead of doing homework, they might incorrectly say making homework because the words "do" and "make" share the same meaning; therefore, learners may have difficulties and confusion using these words.

On the other hand, learners incline to have inter-lingual errors which are those that resulted from negative transfer of their mother tongue and are caused by the learner's native language say L1. For example, some Pakistani students tend to say close the light instead of turn off the light. Since Urdu words share the same meaning about "close", "turn off", and "shut down"; so in Urdu we can use any words from these to convey the speakers' meaning. In contrast, English collocations about these words cannot be used interchangeably like the example mentioned above. Moreover, the learner's practice of learning words through definitions make less chances of using appropriate collocation as some collocations cannot be translated word by word. However, if the learners try to translate collocations to their first language, they might sound unnatural.

When students perceive that they will be learning collocations in English, they may feel very demoralized. The reason being is certain things are unfamiliar to them regarding collocations but proper method of teaching collocation will help to understand them. Students who desire to expand their practice of English in order to attain the required proficiency to communicate aptly with native speakers will find that they must become familiar with main collocations. The attempts should be made on their part to have excessive conversation with the native speakers in formal or informal way. Particular industries have their own set of collocations that are useful as well, for example, in the business and technological fields. To retrieve such collocation is essentially to increase the vocabulary that will enhance both the written expression and speech. This study will try to fill that gap existing in the field of research.

METHODOLOGY

Being a quantitative research, the data for this research was acquired using questionnaires for teachers and students both. So the collected data was analyzed in both ways; qualitatively by describing the research questions and quantitatively by using percentage and statistical tools. For making this information more presentable at the end of accumulative table for each college, the data was assembled in the form of bar charts to show the students' responses whereas pie charts were used to present the assembled data from teachers of selected four colleges of Rawalpindi. However, qualitative data analysis technique was also used in this study to interpret bar charts, pie charts and tables.

Sample

Fifteen random students have been taken as sample from four different colleges of Rawalpindi to collect the data. The questionnaire for the students comprises of twenty six affirmative statements, the former twenty three are close ended ones while the later three are the open ended statements. As the principal research questions are only four in number yet to make the work authentic one this study highly attempted to put relevant additional statements related to each research question in scattered form. Hence, all the statements are being composed to fulfill all the research objectives with research questions.

DATA ANALYSIS OF QUESTIONNAIRES FOR STUDENTS

The collected data from the students was organized in the following manner: first Dhoke Mangtal College, second F.G. Post Graduate College, third Askaria College and last Dhoke Hassu College. More than one statement of each research question was put in the questionnaire in an unorganized way to get the authentic answers. These questions will be mentioned only for Dhoke Mangtal College to give a bird eye view of the rest of collected data from the other colleges since for the other three colleges the data has been presented in accumulative table form and bar chart.

Students of Dhoke Mangtal College

Q.1.What are the difficulties faced by students of college level in learning collocations?

The most expected answers to this question include 11, 12, 13, 15, 18 and 24 statements indicating the difficulties faced by the students in learning collocations displaying the students' responses of Dhoke

Mangtal College. The statements can be seen in the accumulative table.

Q.2. What are the causes of these difficulties?

The most relevant assumptions for this research question carry the tentative statements 2, 3, 7, 8, 10, 16, 23 as given in the questionnaire. Most highly agreed tentative statement for one of the causes seem to be weak vocabulary building and less creative due to less knowledge of collocations. The other causes include lack of interest, motivation, unified syllabus and ineffective teaching methods.

Q.3. How collocations are dealt in your college?

The statements to answer this question include 1, 4, 6, 9, 14, 17, and 22 which indicate the teaching methodologies adopted by the teachers in the chosen college. Here mostly students agree with the expected statements. Grammar has been the focal point from beginning in the second language learning class while ignoring its vocabulary. In fact if vocabulary becomes the part of syllabus it is tremendously influenced by the native language especially when it comes on some complicated level, for instance, collocations. Therefore, students are being taught in inadequate way which should be abandoned and replace it with the use of direct method.

Q. 4. What are the solutions to tackle this problem?

The best suitable answers to this question are the statements 5, 19, 20, 21, and 25 as mentioned in the questionnaire. The statement 25 is the open ended and they have mentioned about the materials they use for learning collocations. After the class if any difficulty is found they most likely use reference books, magazines, dictionary and internet.

Table 1. Accumulative data collected from Dhoke Mangtal College

Sr.No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	**Difficulties faced by students**	5	4	3	2	1
11	Over-use of mother tongue	3	2	2	3	5
12	Rules of native language	3	7	2	3	0
13	Rules variation in NL & TL	6	4	0	3	2
15	Ill trained teacher/weak base	5	9	1	0	0
18	Translation problem	4	9	0	2	0
24	Other usage barrier	3	10	0	2	0

2.	Causes					
2	Weak Vocabulary building	6	6	1	0	2
3	Lack of interest & motivation	2	2	0	1	10
7	Lack of unified model syllabus	4	4	1	2	4
8	Inappropriate teaching methods	2	2	0	0	11
10	Lack of trained & skill up teacher	2	2	0	1	10
16	Lack of effective TA	3	2	0	2	8
23	Less knowledge, less creative	8	5	2	0	0
3.	Teaching Collocations					
1	Difficult collocations	5	3	4	3	0
4	Less practice activities	2	4	3	5	1
6	GR Vs VR	7	2	4	2	0
9	Absence of native language	0	1	3	3	8
14	Urdu background	2	6	0	2	5

17	Train teachers	6	7	1	1	0
22	Translating English into Urdu	9	3	3	0	0
4.	**Solutions**					
5	Practicing environment	4	5	4	1	0
19	Systematic efforts	5	5	5	0	0
20	Use of Contrastive Analysis	3	7	4	1	0
21	Ease the problem	5	4	3	3	0
25	Material	10	3	1	1	0

The table shows the students' responses for each statement in the form of numbers in the given Likert Scale options. The calculation of the table was done in a way that all the students' responses for each research question were added then divided on the total number of students, which is 15, who participated to fill the questionnaires. After that the figure got from each question collectively was added up at the end to make final calculations.

The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students for difficulties, causes, teaching methods or solutions. The calculations state that 7.39 were strongly agree, 7.79 remained agree while 3.39 were found to choose neutral option from the given statements in the questionnaires.
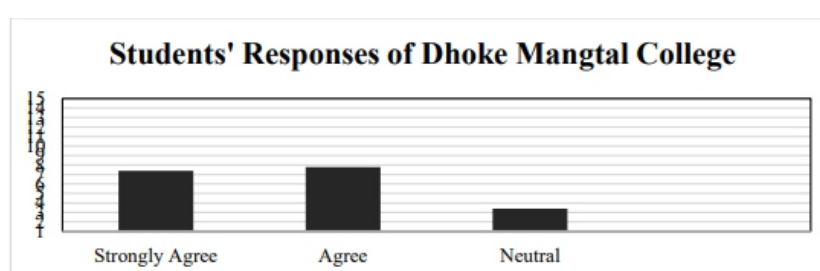
Figure 1. Students' Responses of Dhoke Mangtal College

Students of F.G. Post Graduate College

The same questionnaire was used for the students of the chosen college. The research questions will not be repeated since they have been mentioned before and the tentative statements lead to get the positive response of most of the students. Therefore, instead of repeating the whole process, the researcher has shown the collected data of F.G. Post Graduate College for Women in accumulative table.

Table 2. Accumulative data collected from F.G. Post Graduate College for Women

Sr.No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	**Difficulties faced by students**	5	4	3	2	1
11	Over-use of mother tongue	12	3	0	0	0
12	Rules of native language	0	5	2	6	2
13	Rules variation in NL & TL	2	7	6	0	0
15	Ill trained teacher/weak base	11	2	0	2	0
18	Translation problem	6	4	2	2	1
24	Other usage barrier	6	6	1	1	1
2.	**Causes**					
2	Weak Vocabulary building	6	8	1	0	0
3	Lack of interest & motivation	3	6	6	0	0
7	Lack of unified model syllabus	7	6	0	1	1
8	Inappropriate teaching methods	4	5	3	2	1
10	Lack of trained & skill up teacher	5	6	3	1	0
16	Lack of effective TA	2	9	3	1	0
23	Less knowledge, less creative	10	3	0	0	2
3.	**Teaching Collocations**					
1	Difficult collocations	1	7	5	2	0
4	Less practice activities	6	8	1	0	0
6	GR Vs VR	6	7	2	0	0
9	Absence of native language	4	6	3	1	1
14	Urdu background	7	5	2	1	0
17	Train teachers	4	3	5	1	2
22	Translating English into Urdu	3	6	3	1	2
4.	**Solutions**					

5	Practicing environment	12	2	1	0	0
19	Systematic efforts	12	0	1	0	2
20	Use of Contrastive Analysis	7	2	6	0	0
21	Ease the problem	2	2	5	3	3
25	Material	2	3	9	1	0

The table shows the students' responses for each statement in the form of numbers in the given Likert Scale options. The same procedure was followed to get the final calculations of F.G. Post Graduate College.

The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students. The calculations state that 9.31 were strongly agree while 8.06 remained agree whereas 4.65 were found to choose neutral option.

Figure 2. Students' Responses of F.G. Post Graduate College for Women *Students of Askaria College .*

Table 3. Accumulative Data given in the table collected from Askaria College

Sr. NO	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	**Difficulties faced by students**	5	4	3	2	1
11	Over-use of mother tongue	3	12	0	0	0
12	Rules of native language	0	15	0	0	0
13	Rules variation in NL & TL	1	14	0	0	0
15	Ill trained teacher/weak base	0	15	0	0	0

18	Translation problem	10	4	0	0	1
24	Other usage barrier	4	5	1	3	2
2.	**Causes**					
2	Weak Vocabulary building	3	12	0	0	0
3	Lack of interest & motivation	0	15	0	0	0
7	Lack of unified model syllabus	3	12	0	0	0
8	Inappropriate teaching methods	3	12	0	0	0
10	Lack of trained & skill up teacher	3	12	0	0	0
16	Lack of effective TA	0	15	0	0	0
23	Less knowledge, less creative	2	13	0	0	0
3.	**Teaching Collocations**					
1	Difficult collocations	0	15	0	0	0
4	Less practice activities	2	13	0	0	0
6	GR Vs VR	4	11	0	0	0
9	Absence of native language	3	12	0	0	0
14	Urdu background	1	12	1	1	0
17	Train teachers	3	12	0	0	0
22	Translating English into Urdu	0	15	0	0	0
4.	**Solutions**					
5	Practicing environment	3	12	0	0	0
19	Systematic efforts	10	2	0	0	3
20	Use of Contrastive Analysis	0	2	2	8	3

21	Ease the problem	1	0	0	14	0
25	Material	4	9	2	0	0

The above table is made for the sake of showing the accumulative result of the students' response from Askaria College. The following bar chart diagram has been produced from the results. The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students. The calculations in percentage state that 4.19 were strongly agree while 18.05 remained agree whereas 1.46 were found to choose neutral option.
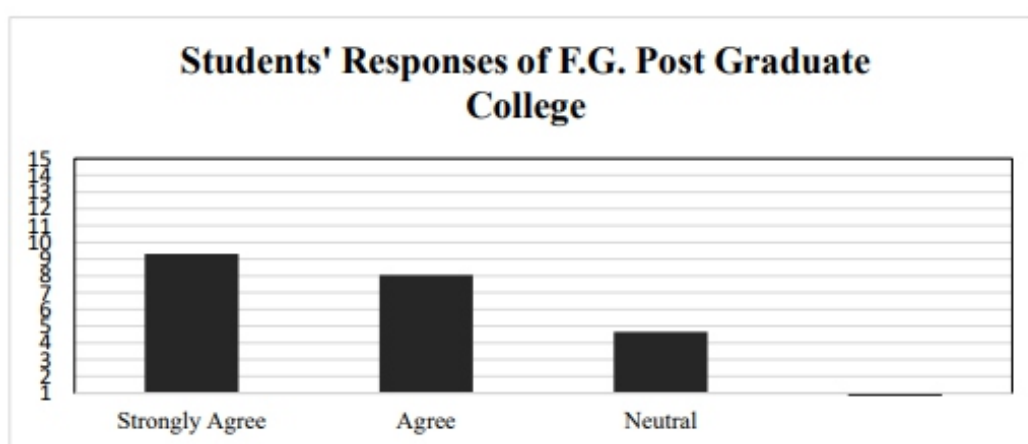

Figure 3. Students' Responses of Askaria College

Table 4. Accumulative Data collected from Dhoke Hassu College

Sr. No.	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	**Difficulties faced by students**	5	4	3	2	1
11	Over-use of mother tongue	7	4	3	0	1
12	Rules of native language	6	6	2	1	0
13	Rules variation in NL & TL	15	0	0	0	0
15	Ill trained teacher/weak base	8	6	0	1	0
18	Translation problem	8	6	0	1	0
24	Other usage barrier	0	1	8	1	5
2.	**Causes**					

2	Weak Vocabulary building	13	2	0	0	0
3	Lack of interest & motivation	4	5	6	0	0
7	Lack of unified model syllabus	4	10	1	0	0
8	Inappropriate teaching methods	0	4	6	1	4
10	Lack of trained & skill up teacher	2	4	8	0	1
16	Lack of effective TA	1	3	8	2	1
23	Less knowledge, less creative	10	3	2	0	0
3.	**Teaching Collocations**					
1	Difficult collocations	2	8	3	0	2
4	Less practice activities	5	10	0	0	0
6	GR Vs VR	15	0	0	0	0
9	Absence of native language	4	9	2	0	0
14	Urdu background	9	3	3	0	0
17	Train teachers	3	2	8	0	2
22	Translating English into Urdu	7	8	0	0	0
4.	**Solutions**					
5	Practicing environment	11	1	2	0	1
19	Systematic efforts	6	6	3	0	0
20	Use of Contrastive Analysis	5	2	6	0	2
21	Ease the problem	7	5	3	0	0
25	Material	6	5	4	0	0

The above table is made to show the accumulative result of the students' response from Dhoke Hassu College. The following bar chart diagram has been produced from the results. The bar chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral students. The calculations state that 10.52 were strongly agree while 7.51 remained agree whereas 5.18 were found to choose neutral option.
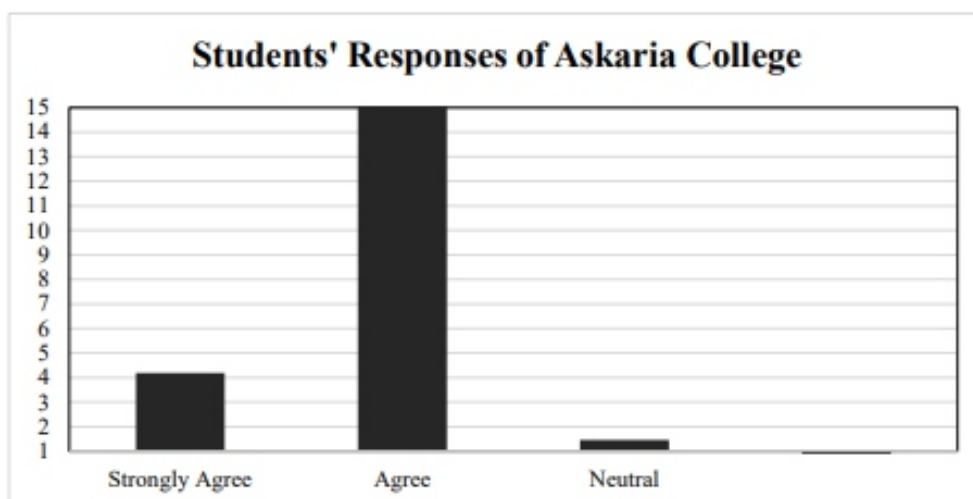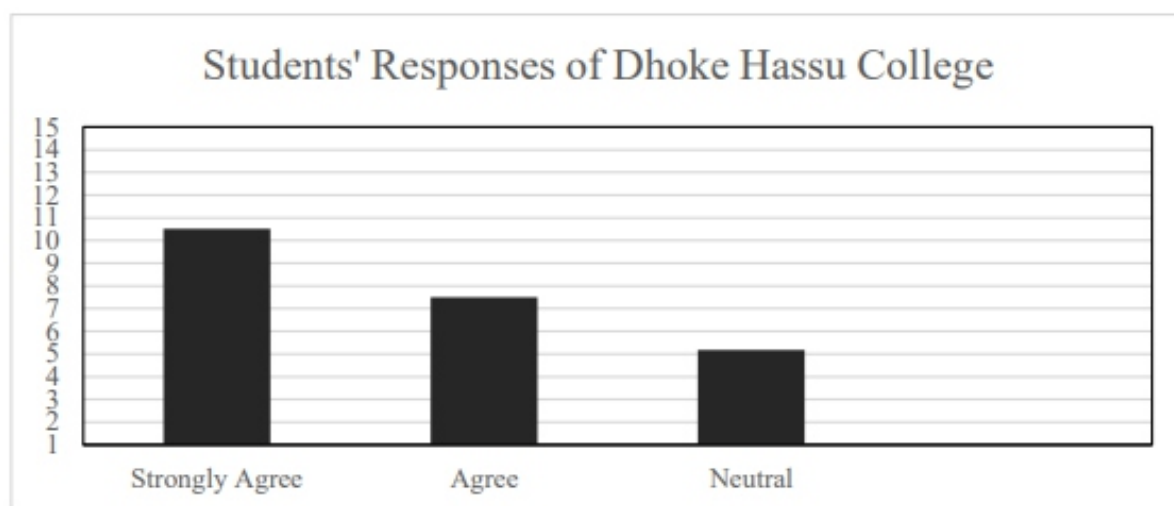
Figure 4. Students' Responses of Dhoke Hassu College

ANALYSIS OF QUESTIONNAIRE FOR THE TEACHERS

The five number of teachers were taken as a sample. The questionnaire for the teachers comprises of twenty six affirmative statements altogether, the twenty four are close ended ones while the later four are the open ended statements. The questionnaire has been generated keeping in view all the research aims and questions of the present study. The systematic procedure was preferred to be followed to get the factual data from each teacher of the selected college. As the principal research questions are only four in number yet to make the work authentic one this study attempted to put relevant additional statements in scattered form related to each research question. Hence, all the statements are being composed to fulfill all the research objectives with research questions.

The following discussion will be of great assistance to understand the purpose of dividing the research question into sub-statements since each question will solely be discussed.

Teachers of Dhoke Mangtal College

Almost the same procedure was followed to collect the data from the teachers. It was organized in the following manner: first Dhoke Mangtal College, second F.G. Post Graduate College, third Askaria college and last Dhoke Hassu college. More than one statement of each research question was put in the questionnaire in an unorganized way to get the authentic answers. These questions will be mentioned only for Dhoke Mangtal college in this study to give a bird eye view of the rest of collected data from the other three colleges since it was presented in accumulative table and pie chart. These are the following questions:

Q.1. What are the difficulties faced by students of college level in learning collocations?

The most expected answers to this question lie in the above mentioned table where the best suitable statements have been put in numbers respectively from the specified questionnaire. These statements include 3, 9, 11, and 14 indicating the difficulties faced by the teachers in teaching collocations. The numbers shown in each option display the students' response of Dhoke Mangtal College. It can be seen from the result that major number of teachers strongly agree with the assumed statements considering

their difficulties. Teachers strongly agree with over-use of mother tongue in the second language learning class whereas majority teachers reckoned that influence of Urdu background is highly found. However when they were asked about the teaching method they preferably follow in English class was the excessive use of native language rules applying on the target language for better comprehension. This creates even more confusion among students to cause the problem.

Q.2. What are the causes of these difficulties?

This can be deduced from the table 4.6.2 where the causes have been coded in the form of important words for this research question. The most relevant assumptions for this research question carry the statements 2, 7, 15, 16, 20, and 25 as given in the questionnaire. The evidences can be empirically observed from the results where the great number of students found agree to the causes of the problem. The teachers' responses for open ended question 25 has been found helpful to the great extent to know additional causes of hindrance in collocations usage.

Q.3. How collocations are dealt in your college?

The affirmative statements have been put together for one principal research question 3. The statements 1, 4, 6, 8, 12, 13 17, 21, 22, 23, 24 and 26 best fall to this question and indicate the teaching methodologies adopted by the teachers in Dhoke Mangtal College. Most of the students strongly agree with the predicted statements. Since the base laid from the schools, hence, while taking this problem from school level it remains there throughout their life. Not only this there lies difference between the rules of native language and target language either the grammatical ones or related to vocabulary. The students get confused sometimes because the teachers try to apply the native language rules of the target language that is highly non- recommended in order to achieve desired results.

Q. 4. What are the solutions to tackle this problem?

The best suitable statements are 5, 10, 18, 19, 27, and 28 as mentioned in the questionnaire. The use of native language in the class prevent them from understanding collocations properly. In addition, grammar has been the focal point since beginning in the second language learning class while ignoring its vocabulary rules. In fact if vocabulary becomes the part of syllabus it is dealt adhering the rules of native language. The native language influenced the target language tremendously specially when it comes on some complicated level, for instance, collocations. Therefore, students are being taught in inadequate way which should be abandoned by the use of direct method while making no usage of native language rules. The open ended questions 27 and 28 provide the best solutions to the existing problem regarding teaching collocations. Now the accumulative table will be shown to present the complete picture of the collected data from the teachers of Dhoke Mangtal College for Women. The table is given below:

Table 5. Accumulative Data in the given following table from Dhoke Mangtal College

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1.	**Difficulties faced by teachers**					
3	Collocation usage difficulties	3	2	0	0	0
9	Use of native language	2	2	1	0	0
11	Over-use of mother tongue	1	4	0	0	0
14	Urdu background influences	2	3	0	0	0
2.	**Causes**					
2	Teachers' Weak Vocabulary	2	3	0	0	0
7	Lack of unified model syllabus	2	3	0	0	0
15	Ineffective TA	4	1	0	0	0
16	Ill trained teachers	4	1	0	0	0
20	Translate English into Urdu	0	2	3	0	0
25	Other causes	4	1	0	0	0
3.	**Teaching Collocations**					
1	Difficult collocations	2	3	0	0	0
4	Practice activities	0	1	0	4	0
6	GR Vs VR	2	3	0	0	0
8	Appropriate TM	3	0	0	2	0
12	Rules of NL on TL	0	5	0	0	0
13	Differences in rules	0	4	1	0	0
17	Train teachers	0	0	0	5	0
21	Satisfactory TM	0	0	0	5	0
22	Right method	0	2	2	0	1

23	Textual examples	0	5	0	0	0
24	Creating motivation & interest	2	2	0	1	0
26	Best ways to teach collocation	5	0	0	0	0
4.	Solutions					
5	Practicing environment	4	1	0	0	0
10	Skill up teachers	1	4	0	0	0
18	Systematic efforts	3	1	1	0	0
19	Use of Contrastive Analysis	1	3	1	0	0
27	Consulted material	4	1	0	0	0
28	Suggestions/comments	3	2	0	0	0

The above table is made to show the accumulative result of the teachers' response from Dhoke Mangtal College. The following bar chart diagram has been produced from the results.
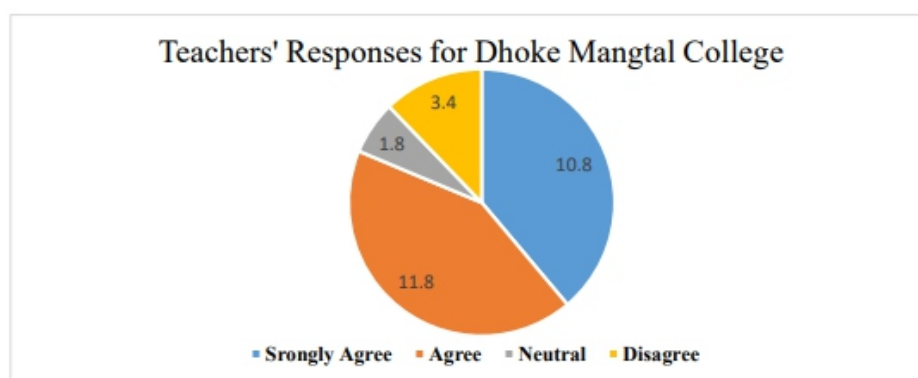

Figure 5. Teacher's Responses for Dhoke Mangtal College

The pie chart diagram describes a clear picture of the responses of teachers being strongly agreed, agreed and neutral. The calculations in percentage state that 10.8 were strongly agree while 11.8 remained agree whereas 1.8 were found to choose neutral option and 3.4 disagreed with the given statements.

The open ended questions 27 and 28 provide the best solutions to the existing problem regarding teaching collocations.

Teachers of F.G. Post Graduate College

Now the accumulative table will be shown to present the complete picture of the collected data from the teachers of F. G. Post Graduate College for Women. The table is given below;

Table 6. Accumulative Data from F.G. Post Graduate College for Women

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	Difficulties faced by teachers	5	4	3	2	1
1.						
3	Students find it difficult	0	5	0	0	0
9	Use of native language	0	4	0	0	1
11	Over-use of mother tongue	2	0	2	1	0
14	Urdu background influences	1	0	2	2	0
2.	**Causes**					
2	Weak Vocabulary building	1	2	2	0	0
7	Lack of unified model syllabus	1	4	0	0	0
15	Lack of effective TA	1	2	2	0	0
16	Ill trained teachers	1	3	1	0	0
20	Translate English into Urdu	2	1	2	0	0
25	Other causes	4	1	0	0	0
3.	**Teaching Collocations**					
1	Difficult collocations	0	3	2	0	0

4	Practice activities	1	2	1	1	0
6	GR Vs VR	0	3	2	0	0
8	Appropriate TM	0	0	5	0	0
12	Rules of NL on TL	1	1	2	1	0
13	Differences in rules of both	1	2	0	2	0
17	Train teachers	1	0	4	0	0
21	Satisfactory TM	1	0	2	1	1
22	Right method	2	0	3	0	0
23	Textual examples	1	3	0	1	1
24	Creating motivation & interest	1	4	0	0	0
26	Best ways to teach collocation	3	2	0	0	0
4.	**Solutions**					
5	Practicing environment	2	2	1	0	0
10	Skill up teachers	1	3	1	0	0
18	Systematic efforts	0	5	0	0	0
19	Use of Contrastive Analysis	2	2	1	0	0
27	Consulted material	3	2	0	0	0
28	Suggestions/ comments	2	0	3	0	0

The above table is made for showing the accumulative result of the teachers' response from Post Graduate College. The following bar chart diagram has been formed from the results.
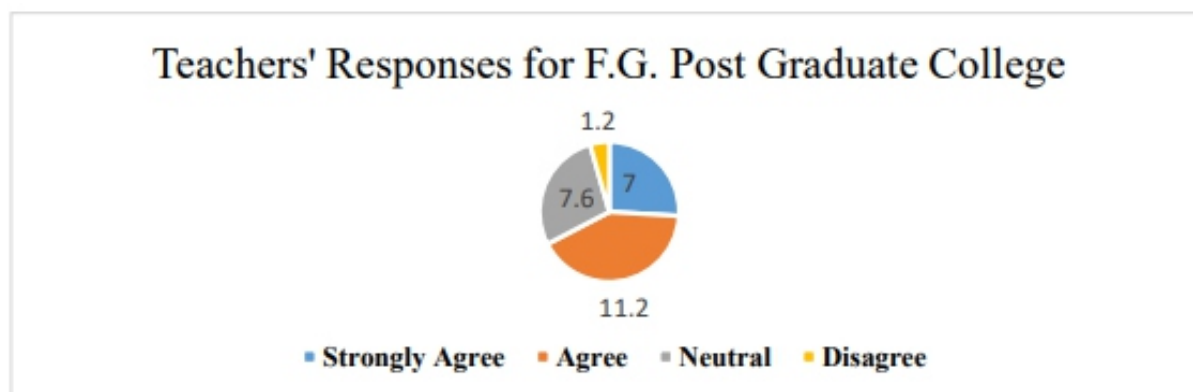

Figure 6. Teachers' Responses for F.G. Post Graduate College

The pie chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral teachers. The calculations in percentage state that 7 were strongly agree while 11.2 remained agree whereas 7.6 were found to choose neutral option and 1.2 disagreed with the given statements.

Teachers of Askaria College

This can be deduced from the table 7 in which the causes have been coded in the form of important words for this research question. The most relevant assumptions for this research question carry the statements 2, 7, 15, 16, 20, and 25 as given in the questionnaire. The evidences can be empirically observed from the results where the great number of students found agree to the causes of the problem. The teachers' responses for open ended question 25 has been found helpful to the great extent to know additional causes of hindrance in collocations usage.

On the other hand, teachers should be provided extra room for improvement, so that, they should get training classes in order to improve themselves. The teachers should avoid use of native language in the target teaching class specially while teaching vocabulary or grammar. Thus teachers should follow Direct Method evading GTM in teaching a strange language i.e. English.

Table 6. Accumulative Data in the given table from Askaria College

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	**Difficulties faced by teachers**	5	4	3	2	1
3	Students find it difficult	1	3	1	0	0
9	Use of native language	1	3	1	0	0
11	Over-use of mother tongue	1	4	0	0	0
14	Urdu background influences	1	4	0	0	0

2.	**Causes**					
2	Weak Vocabulary building	4	1	0	0	0
7	Lack of unified model syllabus	0	5	0	0	0
15	Lack of effective TA	0	5	0	0	0
16	Ill trained teachers	2	2	1	0	0
20	Translate English into Urdu	0	2	3	0	0
25	Other causes	4	1	0	0	0
3.	Teaching Collocations					
1	Difficult collocations	1	3	1	0	0
4	Practice activities	0	2	1	1	0
6	GR Vs VR	2	3	0	0	0
8	Appropriate TM	0	3	2	0	0
12	Rules of NL on TL	1	2	2	0	0
13	Differences in rules of both	1	3	1	0	0
17	Train teachers	2	2	0	0	1
21	Satisfactory TM	1	3	1	0	0
22	Right method	2	3	0	0	0
23	Textual examples	2	3	0	0	0
24	Creating motivation & interest	3	1	0	1	0
26	Best ways to teach collocation	3	2	0	0	0
4.	Solutions					
5	Practicing environment	2	3	0	0	0
10	Skill up teachers	2	3	0	0	0
18	Systematic efforts	1	3	1	0	0
19	Use of Contrastive Analysis	0	3	2	0	0
27	Consulted material	4	1	0	0	0

28	Suggestions/com ments	3	1	1	0	0

The accumulative result of the teachers' response from Askaria College has been shown in the following bar chart diagram.

Teachers' Responses for Askaria College

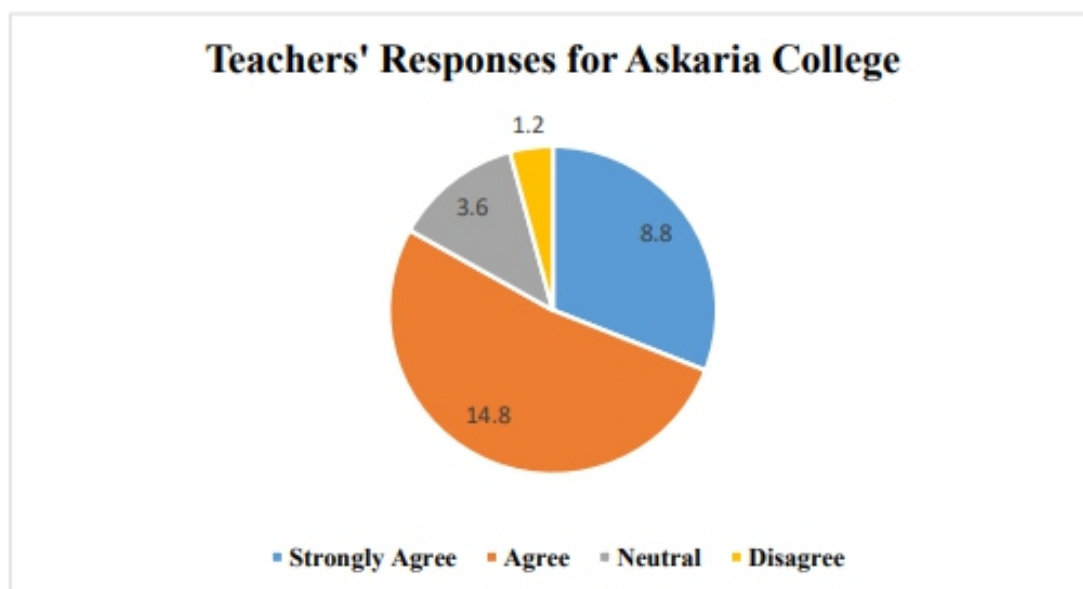- Strongly Agree — Agree — Neutral — Disagree

Figure 7. Teachers' Responses for Askaria College

The pie chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral teachers. The calculations in percentage state that 8.8 were strongly agree while 14.8 remained agree whereas 3.6 were found to choose neutral option and 1.2 disagreed with the given statements.

Teachers of Dhoke Hassu

CollegeNow the accumulative table will be shown to present the complete picture of the collected data from the teachers of Gov. Degree College for Women, Dhoke Hassu.

Table 8. Accumulative Data in the given table from Dhoke Hassu College

Sr. No	Research Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
1.	Difficulties faced by teachers					
3	Students find it difficult	3	2	0	0	0
9	Use of native language	0	1	2	2	0

11	Over-use of mother tongue	0	3	0	2	0
14	Urdu background influences	1	4	0	0	0
2.	Causes					
2	Weak Vocabulary building	0	5	0	0	0
7	Lack of unified model syllabus	3	2	0	0	0
15	Lack of effective TA	3	2	0	0	0
16	Ill trained teachers	5	0	0	0	0
20	Translate English into Urdu	1	4	0	0	0
25	Other causes	4	1	0	0	0
3.	Teaching Collocations					
1	Difficult collocations	2	3	0	0	0
4	Practice activities	2	1	0	1	1
6	GR Vs VR	3	2	0	0	0
8	Appropriate TM	0	0	2	3	0
12	Rules of NL on TL	0	3	2	0	0
13	Differences in rules of both	0	3	2	0	0
17	Train teachers	0	2	0	3	0
21	Satisfactory TM	0	2	1	0	2
22	Right method	0	0	1	4	0
23	Textual examples	0	2	1	0	2
24	Creating motivation & interest	0	2	1	2	0

26	Best ways to teach collocation	3	2	0	0	0
4.	Solutions					
5	Practicing environment	2	3	0	0	0
10	Skill up teachers	1	4	0	0	0
18	Systematic efforts	0	5	0	0	0
19	Use of Contrastive Analysis	2	1	2	0	0
27	Consulted material	4	1	0	0	0
28	Suggestions/ comments	4	0	1	0	0

The above table is made for showing the accumulative result of the teachers' response from Dhoke Hassu College. The following bar chart diagram has been formed from the results.
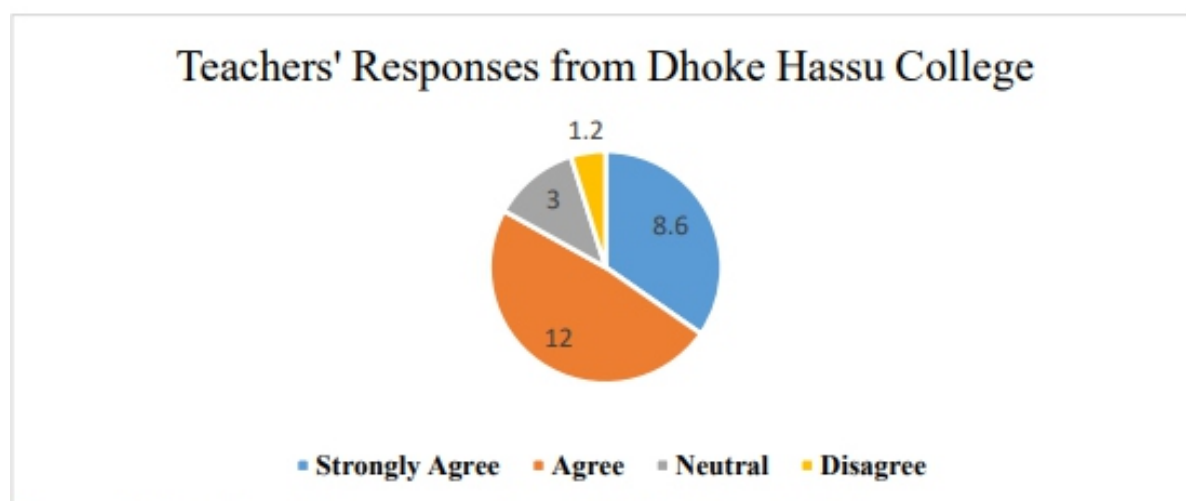

Figure 8. Teachers' Responses from Dhoke Hassu College

The pie chart diagram describes a clear picture of the responses of strongly agreed, agreed and neutral teachers. The calculations in percentage state that 8.6 were strongly agree while 12 remained agree whereas 3 were found to choose neutral option and 1.2 disagreed with the given statements.

CONCLUSION

The main reason to be seem behind most of the problems faced by the students and teachers is their failure to accept the fact that English is completely different language with its own systems and rules, so, this can be called as the primary source behind most of the errors in the collocational usage. Students

tend to learn English with Urdu background vise-a-vise teachers also are inclined to teach their students by using mother tongue. This ultimately effects students with having multiple problem. Instead of looking at English language through Urdu language spectacles, they need to deal English as an independent language with its distinct language rules and systems. Their failure to recognize the collections is primarily due to the sheer failure on the part of their teachers to make them understand the vocabulary importance at the early stage of their learning. The reason for teachers' failure is that most of the teachers are not well trained neither skilled up. No specific EFL teaching courses are seriously taught and implemented which results in having ill trained EFL teachers at the school level where the foundation of the students is laid. Hence, the students follow their teachers with closed eyes. Unlimited use of Urdu in English classes in the college and lack of acquaintance with effective teaching collocation methods lead to the faulty teaching environment which in return results in lack of interest, lack of motivation on the part of students. Besides all these, the unified model syllabus for teaching collocation is not followed by the teachers cause problem in learning collocations. And also limited time for practicing collocations in the class often do not contribute to create ideal learning environment.

RECOMMENDATIONS

To address the above-mentioned problems there are certain solutions. For instance, Intensive training for teaching English language ought to be given from the beginning level from where the foundation is laid base. Instead of grammar, vocabulary of the second language should be taught knowing its importance. Considering the previous point the rules of teaching grammar should be avoided completely while teaching English collocations. The use of Direct Method is highly favorable in this regard in spite of using Grammar Translation Method because the use of GTM for teaching collocations causes confusion among students. In addition, the learners should be offered enough opportunities for practicing English Collocations in the class. However, a unified syllabus needs to be encouraged in order to bring uniformity in various colleges of Rawalpindi. It is need of hour that systematic efforts must be done to build vocabulary of the chosen college students of Rawalpindi with focus on various aspects related to it such as collocations. Those aspects should be kept on focus while using contrastive analysis approach, which make Urdu and English different in a very systematic way so that the students can understand how English is different. And also its various aspects should be used and treated differently in order to make appropriate use. Subsequently, it is believed that with simple but serious attempts by all those who are directly or indirectly related to the problem investigated; the problems of the Rawalpindi students in learning collocations as well as teachers in teaching them can be reduced to the great extent.

SUGGESTIONS FOR STUDENTS

1. Lack of good vocabulary is due to less reading habits among students. Students should develop the reading habit in order to sort out these problems.
2. Students should develop interest in collocation, as it is found that students' lack of interest also a barrier in learning collocations.
3. Most of the students focus on learning grammar and its rule while ignoring vocabulary of second language. However, vocabulary is a constituent part of any language so must be learnt with full attention.
4. Students must be aware of the problems they face in the English collocation usage. Failing which they will be wasting their time and energy.
5. It is extremely important that the students work on the problematic areas. They should spot them in a target-oriented and systematic manner instead of doing them in illogical way.

SUGGESTIONS FOR TEACHERS

1. The foremost thing in learning anything is motivation. If one is motivated and determined one simply cruises to one's target. So the teacher has the responsibility to motivate the students first by telling them about the advantages of learning collocations.

2. Teacher's lack of familiarity with the second language is also considered as a main problem. Teachers should get ample knowledge of teaching collocations using extra material like reference books, foreign language courses, international standard syllabus, and interactive teaching videos can help solve this problem. Teachers should attend courses based on teaching target language for not only for their convenience but also for their students.

3. Teacher's job becomes easier if the students get to know the importance of collocations. If the teacher feels that the students lack interest in collocation, s/he should focus on illuminating the students on the significance of learning English collocations as knowing them accurately can solve many problems.

4. The teacher should be aware of the needs of the students. For this purpose, s/he should conduct need-analysis of students.

5. As long as the strength of the students in the classes of Rawalpindi is concerned, students get less opportunities of practicing environment due to extra strength. Therefore, such steps should be taken by the authorities where each student can catch attention of his teacher. This will ensure more practice opportunities to the students to get mastery over collocations.

6. Teachers can exploit the time as much as she can using interesting activities in teaching collocations to enhance their pupil's learning ability. This should be repeated time and again until they make sure that the students have understood the important collocations.

7. Teachers have to pursue a well worked out plan in a systematic way where s/he should start with the common collocations. Teaching collocations in context will help them to understand properly, thereby, engaging them in activities that help them internalize the concept and ultimately use them adequately.

8. It would be better to divide collocations into certain categories. Focus should be given on teaching those collocations which are commonly used and are complicated as well. While teaching collocation the rules of grammar should not be applied on the rules of teaching vocabulary because both are different aspects of the same language.

9. The use of native language is the main cause of usage barrier in learning collocation. The teachers are highly recommended to use target language in the second language learning class. The teacher can pursue the direct method instead of grammar translation method for teaching collocations at college level. Subsequently, it is easy to make this assertion that teachers do play a major role to guide and instruct students about collocations. With their suitable aid, student's collocational competence and learning outcome will enrich. The discussion mentioned above will direct teachers to teach on collocations and it is assumed that teachers will generate more activities that inspire students to be adapted to learning collocations.

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AN OVERVIEW OF CULTURAL IMPACT OF AFGHAN RULE (1752-1819) OVER KASHMIR

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ABSTRACT

Kashmir, the kingdom of fairies and Heaven on Earth, has an extensive history of being ruled by several dynasties. Dynasties of Muslims, Hindus, and Buddhists have all ruled it in past. Every dynasty has a distinct culture that embodies its unique nature. The way of life of the residents of any community is referred to as its culture. Afghan rule and the Kashmiri cultures are built entirely on Islamic principles and beliefs. The goal of the current study is to highlight the cultural values of Afghans and its impacts on Kashmir from 1752 to 1819. History has shown that Kashmiri society experienced some cultural and social changes during this time. The Kashmiri culture was influenced directly or indirectly by the social composition, attitudes, customs, early marriages, status of women, language and literature, food and drink, issuance of the coin, archaeological artifacts, monuments, architecture, recreational activities, theatres, the thriving shawl industry, and the taxation system. Kashmir was a peaceful, harmonious place that welcomed many cultural values and developments openly. Information from secondary sources is the foundation of this study.
Keywords: Kashmiri Society, Cultural Impact And Afghan Rule

INTRODUCTION

Each community has its own identity, culture, customs and traditions, which represent the uniqueness of a specific reign. Culture is the way of living of individuals in a society. Kashmiri culture is a pure an Islamic culture and thisstudy is conducted to highlight the impacts of Afghan's culture over the society of Kashmir during Afghan rule. Kashmir is a country that enjoys widespread acclaim for its splendor, scenery, and natural beauty. Its picturesque locations, lovely valleys, tall mountains covered with snow, rivers with icy water, fields that are always green, appealing lakes and springs, lush forests, and lovely health resorts, which increase its glory, are a ironic source of tremendous attractiveness for the travellers. (Thomas, 2011)

Origin of Kashmir:

Regarding Kashmir, and specifically the valley of Kashmir, there are various points of view. Different people explain the word "Kashmir" differently.

1. The old text book of Kashmir, "NilamatPurana" explains that the Valley of Kashmir was formerly a lake, known as Satisar. (Mir, 2011)
2. Geographer Major Reonald and Mr. Fredic Andrew have acknowledged that the Kashmir was in the shape of a great lake and has been reshaped due to an earthquake near Baramula. (Hashmi, 1993)
3. It is also supposed, that the word Kashmir is a complex of two words, "Kash" and "Mir". "Kash" means Canals and "Mir" means mountain. So Kashmir is a Land of canals and mountains. (Sufi 1948)

HISTORICAL BACKGROUND OF KASHMIR:

Since several tribes began to dominate Kashmir in 3180 BC, Kashmir has had a long-standing historical significance. Numerous Muslim and Hindu dynasties have held power over it. From 3180 BC until 1325 AD, Kashmir was controlled by many Hindu kingdoms. Since Renchin Shah converted to Islam in 1325 and adopted the name Sultan Saddr-ud-Din, Muslims have ruled Kashmir. The Shah Miri dynasty came to power in 1343 and ruled Kashmir from 1343 to 1554 AD for 211 years. (Fauq, 2003) Chaks ruled Kashmir from 1554 to 1586 AD for 26 years (Tishna, 2014). From 1586 to 1752 AD, the Mughals governed Kashmir for 167 years. After them, Kashmir was taken over by the forces of Ahmad Shah Abdali. (Balooch, 2012) Between 1752 to 1819 AD, Afghanistan controlled Kashmir for nearly 67 years. (Sufi, 1948)

Cultural impact and Kingdom of Kashmir:

Collective set of beliefs, customs, knowledge, artistic expressions, legal frameworks, moral codes, and other abilities of any society is known as its culture. It can be said that a society's culture varies over time and that there are several cultural processes. We focused mostly on cultural values that are associated with human groupings in terms of concepts and symbols.(Kluckhohn 1951) Due to the fact that cultural change is a universal process, no society can be stagnant. It's a highly complicated process, the cultural dynamics of a civilization. The forces of change can be classified as endogenous if they are connected to the social structure.

The development of Buddhism, Hinduism, and Jainism is a respectable designof endogenous change in beliefs and ideology. With the introduction of Islam from outside Kashmiri society, there have been ongoing changes in religious doctrine (Hussain, 2010). Islam started to spread throughout Kashmir during the Shahmiri dynasty in the fourteenth century, when Shah Hamdan arrived in the region with 700 Central Asian preachers. In addition to forging numerous cultural linkages and having an effect on that group directly or indirectly, the massive inflow of Muslims from Central Asia also brought about various social and cultural changes in the society. Though this foreign inspirationtransported about certain changes in the society, these changes were only partially successful since Kashmiris remained to hold on to their roots in the past and refused to completely give up their rituals and beliefs. (Sufi, 1948) The fourteenth and fifteenth centuries saw ongoing conflict between those who insisted on maintaining their beliefs and others who wanted to adopt Iranian culture. A new civilization with a fusion of ideologies was developed in the sixteenth and seventeenth centuries as a result of the conflict's settlement. (Mir, 2011) Sociologists described society as a group of individuals who share a common environment, way of life, and culture. A person's culture, which includes their language, values, beliefs, conduct, and material possessions that make up their way of life, is something that all members of the same community share. Although it is extremely challenging due to the lack of detailed evidence, it is possible to investigate the cultural arrangement of mediaeval Kashmir in relation to Afghans. (Mir, 2011) Darkness envelops Kashmir's location under Afghan rule. On Afghan's time in Kashmir, there is only a small amount of information available. Kashmiri society at the time of the Hindus was separated into four castes (Brahmans, Vaish, Khustri and shudder). At that time, Brahmans held every importantposition in Kashmir. (Stein, 1968) The cast system was fully abolished in Kashmiri society after the arrival of Islam. Equality, fairness, and peace took its place. Without a doubt, Islam served as a bridging and unifying force. Although the Sufis made an effort to close all social inequalities and shown their value as a bridge to social harmony, Kashmir was unable to achieve true social equality as a result of several practical and

economic issues. (Mahibulla, 1967)

OBJECTIVES OF THE STUDY:

The determination of this study is to define the cultural inheritance of Afghans in Kashmir. This paper seeks to establish the cultural influence of Afghan ruleand to emphasize its impacts on Kashmir.

METHODOLOGY:

The study was conducted using all of the qualitative data that was accessible, which was gathered from a variety of journals, indexes, books, directories, conference papers, research reports, annual reports, newspapers, and magazines. The former history of Afghan rule is based on secondary sources in this study.

Afghan rulers and their governors of Kashmir (1752-1819):

For sixty-seven years (1752-1819), Kashmir continued under the rule of four Afghan kings, Ahmad Shah Abdali (1752-72), Timur Shah (1772-93), Zaman Shah (1793-1800), and Shah Shuja Mahmud Shah (1801-19). These goveners directly or indericted ruled over Kashmir; detail is as follow:

Ahmad Shah Abdali (1752-72):

In the period of Ahmad Shah Abdali the following 09 governors ruled over Kashmir for him. (Fauq, 2003)

Ahmad Shah Abdali ruled Kashmir at least 19 year 2 months from (1752-72)			
Sr. #	Name of the Subedhar	Tenure	Year
1	Abdullah Khan	06 month	1752
2	Abdullah Khan	4 months and seven days	1753
3	Sukhjiwan Mal	8 years, 4 months & 8 days	1753-62
4	Buland Khan Bamzai	2 years	1762-64
5	Noor-ud-Din Khan	1 year and ten months	1764-66
6	Mir FaqeerullahKanth	Ten months & 20 days	1767-67
7	Noor-ud-Din Khan 2nd time	2 year and ten months	1767-70
8	Khuram Khan 2nd time	6 months	1770-71
9	Ameer Khan JawanSher	1 year and 11 months	1771-72

Timur Shah Durrani (1772-93):

Timur Shah Durrani ruled over Kashmir by the following 08 governors. (Fauq, 2003)

Timur Shah Durrani ruled Kashmir at least 21 Year one month (1772-93)			
Sr. #	Name of the Subedhar	Tenure	Year
1	Amir Khan JawanSher (2nd Time)	4 years & 4 months	1773-76
2	Haji Karimdad Khan	6 years & 10 months	1776-83
3	Azad Khan	2 years and 4 months	1783-85
4	Madad Khan Ishaqzai	2 year and 10 months	1785-86
5	Mir Dad Khan	2 years	1786-88
6	Mullah Gaffar Khan	4 months	1788
7	Juma Khan Alakzai	4 years and 5 months	1788-92
8	Mirza Khan	4 months	1792-93

Zaman Shah Durrani (1793-1802):

Following 05 governors were ruled over Kashmir for Zaman Shah Durrani. (Fauq, 2003)

Zaman Shah ruled Kashmir at least 8 year 10 months from (1793-1802)			
Sr. #	Name of the Subedhar	Tenure	Year
1	Mir Hezar Khan	8 months	1993-94
2	Mir Rahmatullah Khan	4 months	1794
3	Kifayat Khan	1 year	1794-95
4	Arsla Khan	1 year	1795-96
5	Abdullah Khan Alakzai	5 year, 10 months	1796-1802

Muhammad Shah Durrani (1802-1819):

In the period of Muhammad Shah Durrani the following 04 governors rule over Kashmir for him. (Fauq, 2003)

Muhammad Shah ruled Kashmir at least 17 year 2 months from (1802-1819)			
Sr. #	Name of the Subedhar	Tenure	Year
1	Abdullah Khan Alakzai	5 years	1802-07
2	Atta Muhammad Khan	5 years, 10 months	1807-13
3	Muhammad Azeem Khan	6 years	1813-19
4	Jabbar Khan	4 months	1819

As a result, the sixty-seven years of Afghan rule have been characterized by extreme authorized violence, economic manipulation, the mismanagement of public resources, and failure in agricultural productivity, the drain of wealth brought on by high taxes, political chaos, corruption, bad governance, instability, and extravagant luxuries typical of the aristocracy. In accordance with the most recent principles of historical assessment, the current study aims to review and analyze all of the historical and semi-historical artifacts that are still in existence. As a result, it provides accurate and current historical records of the Afghans' rule over Kashmir. (Mir, 2011) After giving a detailed description of the cruelty of the Afghans, the Mir further writes; "the Pathanrulers are now only remembered for their harshness and tyrant behaviour, it is said of then that they thought no more cutting of heads than of plucking of flowers". (Mir, 2012)

Cultural impact of Afghan Rule over Kashmir

There were many people living in the society of Kashmir, however it is impossible to estimate how many people resided in Kashmir's valley during the Afghan era because there is hardly any documentation of ever having had a census performed. Despite the fact that valley was occupied, judging from the variety of communities that still exist today. It is mentioned in "ZaferNama" that people formerly lived on earth (Mir, 2011). During the reign of the Mughals, in 1670 A.D., Saif Khan carried out the census in the Kashmir Valley. Except that no proper documented record is available about the inhabitants of Kashmir. (Hassain, 1954)

There has been a noticeable change in the Kashmir valley since the arrival of Afghan administration. Due to political unrest and natural disasters, many people left the Kashmir valley. There are no records indicating how many people resided in Kashmir's valley at this trying time. The diaries of European tourists who visited Kashmir valley after Afghan rule ended provide us with some cues. (Bamzai, 1960) "Moorcroft" a European traveler noted in his journal that not only was the population of Srinagar greatly reduced, but that villages and small towns were also deserted, particularly in the Kashmir valley. This circumstance demonstrates that many people left Srinagar, the capital of Kashmir, in search of safety in the land of India.

Composition of Afghan Society in Kashmir:

The Afghan community in Kashmir can be roughly divided into several sections, including the governing class of Afghans, Afghan administration, the land lord elite, farmers, religious and political elite, and villagers. The reigningclass in Afghans mostly came from wealthy families and stays to themselves. Following Afghan royalty, government officials, including Subedhars, NaibSubedhars, Diwan, and a lesser group of Qanungo, Chowdhari, Tehvildar,Mugdam, Kardar, Amin, Amil, etc., held the most sway.Zamindars, Jagirdars, and Ijardars were all members of the landlord class during Afghan sovereignty. (Mir, 2011) As a conduit between the formers and the state, this class was crucial. Religious class included Qazis, Muftis, Sheikhs, Sayyeds, Sufis, and Ulmas. This class avoids interacting with commoners at any costs. The key factor in Kashmir's state economy growth was formers. Although this class was crucial, their standing was no better than that of livestock. Shepherds, weavers, barbers, potters, and carpenters were among the skilled workers in the hamlet who were referred to as village professionals. (Mushtaq, 2001)

Status of Women:

It is factual that women are heart and soul of human culture, but sadly, theyhave not received much attention from researches and academics. Women in Kashmir were crucial in promoting cultural, social, and religious activities. The social institutions in Kashmir were impacted by political instability after Afghan dominance, and the women of Kashmir, who had previously held major positions, were plunged into obscurity, ignorance, darkness, illiteracy, and sickness. (Bazaz, 1954) Folk songs and other forms of expression were used to respond to and condemn this injustice. (Tang, 1987)

Early Marriages:

Regarding the real age of marriages during the Afghan era, no popular literature was available. Folklore makes it evident that early marriage rituals were widespread. During the Afghani era of power, the practice of getting married young and having children entered the mainstream. (Bamzi, 1960) However, Afghans would not sufficiently mistreat any matrimonial lady;therefore only way to safeguard person's integrity as a matrimonial woman was to marry her early. (Mir, 2011) As women face significant challenges in Afghans, they have emerged as the main focus of his disobedient behavior. Kashmiri women were physically and spiritually damaged without regard to caste or religion, and their existence in all realms of communal movement was utterly obscured. (Bazaz, 1954) Until it was recently outlawed by law, these customs were still followed by several Afghan tribes.

Dresses during Afghan Rule:

The fact that looks is the deciding factor in society is crucial. In society, how a person looks, dresses, and is dressed matters a lot. In addition to being a direct representation of the event, clothing conveys a person's personality. Which sort of clothing is appropriate depends on the people, society's culture, and workplace conduct. Afghan men and women typically wear ShalwarQameez, a turban called a Lungi, a topknot called a Karakul, a muflar, a coat called a Chapan, and chapel shoes. (Mir, 2011)

Language during Afghan Rule:

Although Afghans speak "Peshto" as their mother tongue, Persian was declared to be Kashmir's official language when they announced their rule there. Most Kashmiris speak Kashmir, Pehari, Gogri, and various other regional tongues. In Kashmir and the surrounding nations at the time, Persian was widely used as the official language, and it provided a simple means of local and international communication.Although Persian was the official language in the villages where their community resided, they introduced "Peshto" there. Nearly thirty million people in Indian-occupied Jammu and Kashmir speak "Peshto" at this time. It is obvious that the "Peshto" language was only introduced by Afghans to Kashmir as a regional tongue, much like other regional languages in a certain region. (Mir, 2011) The Peshto language has an effect on Kashmiri culture in some places, but not at the state level.

Literary work:

Without a question, Kashmir's political unrest had a severe impact on practically every aspect of Afghan governance there. The majority of Afghan governors have little interest in promoting and studying Kashmiri literature. Some of them are somewhat interested in learning more about and promoting Afghan literature, art, and education. Literature was heavily supported in 1753 during Sukh Jiwan Mal's Afghan administration. Poets in particular were given incentives at the period to promote Kashmiri

literature and translate Persian works into other languages so that people might understand them. The well-known literary work Shahnama Ferdowsi is used as a representation of Kashmiri history. The literary arts were vigorously promoted by a variety of authors and poets. (Mir, 2011) During Afghan rule, their efforts propelled them to a position of distinction. Mullah Muhammad Taufiq, Fida Mirza Khan Muhtasham, Ashraf Mulla Dairi, and Shah Abdul Wahab Shaiq were the prominent writers of that era. During his time, poet Mullah Muhammad Taufiq was well-known. He published the works Shaibt, Sarufa, and Lavil-e-Bahi. The spiritual leader of the time at the time, Fida Mirza Khan Muhtasham, was a pupil of Miyam Kanggal Gul Muhammad. These were delivered by Ashraf MullaDairi bulbul: Khamsa Himal Nagrai, Hasht Asrar, Mihr-o-Mah, HashtTamhid, and Riza-nama. Abdul Wahab Shaiq created 60,000 verses of poetry to represent the history of Kashmir. (Sufi, 1974)

Food and Drinks:

Rice has been a staple cuisine in Kashmir since ancient times. Some of the rice was saved overnight to be consumed in the morning. (Mir, 2011) Rice is typically prepared in a number of ways and then eaten. Afghans are well known and among the friendliest people in terms of their cuisine. Rice, fish, Kabli Pilao, mutton, beef, and a variety of vegetables made up the majority of the diet of Afghans. First, they included Afghan bread, Gur, and Shaker on their menus, followed by Gashtaba, SeikhKabab, Bar B. Q., and Roganjosh from Kashmir. Afghans prefer drinking Qawa (green or (black) tea with dry fruits and other beverages of their own choosing). (Sufi, 1979)

Leisure Activities:

Polo was a very popular game that had a place of honour in Kashmir during the middle ages. Every village or city has polo ground called a Chawgan. The wide plateau near to Kishtwar is still known as Chawgan, and polo is still played near Gilgit, in Kashmir. Single strikes and solo bouts were two other games played at the time. (Lawrence 1895) According to the available information, the Kashmiris living under Afghan rule have created a distinctive spectrum of leisure activities to provide luxury and comfort in situations of high psychosomatic stress. These pastimes include canoe racing and attending music events at Dal Lake during the summer. (Bamzi, 1960)

Coin of Kashmiri Saint:

The Afghans' most notable socio-cultural contribution was the issuance of coinage in Kashmir honoring Shaikh Noor-ud-Din Rishi, the national poet saint of Kashmir. Afghan Governor Atta Mohammad Khan was responsible for this. (Tishna, 2008) Rishi is regarded as a symbol of Kashmir's mixed culture. The currency in Kashmir became bright through the picture of Sheikh Noor-ud-Din Rashi decorated on the coin. (Mir, 2011) It gained popularity thanks to the revered leader of the folklore enthusiasts, is of a social nature, and may thus be seen as a mirror of the prevailing ideals in society at the time and location in question. In honor of Sheikh Noor-ud-Din Rishi, the currency was released by Afghan governor Atta Muhammad Khan.

Dance, Music and Theatre:

Persian inspirations were highly significant in scope of art and attained a high situation during the Mughal era, the deterioration of theatre, dance, and music started following the arrival of Afghans in

Kashmir. The "Hafiza Nagma," "Sufiana," and "Chakri," on the other hand, were well-known Kashmiri folk songs. The public began to recognise this Kashmiri folk music and dance as a brand-new kind of entertainment. (Mir, 2011) During the tenure of the Afghan administration, the "Dastaan Goi" or counting art plants in Kashmir have gained new momentum. People in rural Kashmir have found ways to organizegatherings and share stories, especially on chilly winter nights, in order to lessen the suffering brought on by Afghan cruelty. (Bamzai, 1960)

Afghan architecture in Kashmir:

During the Mughal era, Kashmir was covered with several gardens, but Afghan kings also erected several fortresses and other structures. The renowned fortification, also known as Sher Gari Palace, was built in 1772 by the Afghan subedar Jewan Sher Khan. It was afterwards used by the Afghans who succeeded them, and it is currently being used by the Indian-occupied Kashmir government. Aamir Khan Jawan Sher erected the palace of the SherGarhi and the Aamir Kadal (bridge). (Lawrence, 1985)

Flourishing of Shawl Industry:

During the Mughal era, the shawl industry was well known before the Afghans arrived, but it also attracted new traders from Iran, Turkestan, Afghans, and Russia. The shawl industry expanded its trade from Kashmir to Turkey around the end of the 18th century. Nepoleon held a Kashmiri scarf in 1796, when Afghans was in power. Josephine, his wife, pioneered a new style among women in Europe and England. The shawl trade between Kashmir and the west was well established after 1800 AD. In summary, after Afghan authority was established, the Kashmir valley's shawl business flourished.(Saraf, 1987)

Taxation structure of Afghan Governance:

Taxes were enforced during the Afghan government on every good and every class of people uniformly, without regard to whether they were liked or disliked. Nearly every governor of Kashmir attempted in various ways to impose taxes on the people of Kashmir. The people of Kashmir suffered as a result of taxation as a result of this action's injustice. They were quite weary of their taxes system and believed it to be wholly incorrect. Throughout the Afghan era, Kashmiri citizens frequently voiced their displeasure with the taxation structure and system. (Mir, 2011)

CONCLUSION:

Culture is the collection of ideas, customs, information, arts, laws, morality, and other skills that people acquire a member of the society. There are various cultural dynamics, which are changes in a society's culture, to put it simply. The concepts and images associated with human groupings were mostly considered when discussing cultural values. Because cultural change occurs frequently in societies, no society can be considered stagnant. A society's cultural dynamics are a very complicated process. It can be said that the altering forces are endogenous if they are connected to the social structure. A noteworthy illustration of endogenous development in religious ideology is the rise of Hinduism, Buddhism, and Jainism. As Islam entered Kashmiri society from outside, there have been ongoing modifications in religious philosophy. Islam started to spread throughout Kashmir during the Shahmiri dynasty in the fourteenth century, when Shah Hamdan arrived in the region with 700 Central Asian preachers. The

enormous influx of Muslims from Central Asia created many cultural ties, had an impact on that community either directly or indirectly, and brought about some social and cultural changes. Although this foreign influence led to certain changes in Kashmiri culture, these changes were only partially achieved since Kashmiris continued to maintain their ties to the past and refused to entirely forsake their rituals and beliefs. In the 14thand 15th centuries, disagreements between those who insisted on upholding their beliefs and others who wanted to adopt Iranian culture regularly erupted. In the end, the struggle was settled by combining the old and the new, creating a new civilization with mixed ideologies in the 16th and 17th centuries. These elements created various political, social, religious, and cultural developments that contributed to Kashmir's cultural diversity. The Kashmiri culture was influenced directly or indirectly by the social composition, attitudes, customs, early marriages, status of women, language and literature, food and drink, issuance of the coin, archaeological artifacts, monuments, architecture, recreational activities, theatres, the thriving shawl industry, and the taxation system. Without a doubt, this work aids in our understanding of how Afghan kings' actions affected Kashmiri culture in the eighteenth and nineteenth centuries.

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