AN EVALUATIVE STUDY OF THE PHYSICAL EDUCATION PROGRAM FOR COLLEGE WOMEN IN THE PUNJAB OF WEST PAKISTAN WITH RECOMMENDATIONS FOR FUTURE DEVELOPMENT

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AN EVALUATIVE STUDY OF THE PHYSICAL EDUCATION
PROGRAM FOR COLLEGE WOMEN IN THE PUNJAB OF
WEST PAKISTAN WITH RECOMMENDATIONS
FOR FUTURE DEVELOPMENT

THESIS

Presented to the Graduate Council of the
North Texas State University in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas
August, 1964
TABLE OF CONTENTS

LIST OF TABLES ............................................................ v

Chapter

I. ORIENTATION TO THE STUDY ................................. 1

Statement of the Problem
Definition of Terms
Purposes of the Study
Limitations of the Study
Sources of Data
Survey of Previous Studies

II. PROCEDURES TO DEVELOP THE STUDY ...................... 21

Preliminary Procedures
Selection of the Instrument for the
Collection of Data
Selection of Respondents
Administration of the Questionnaire
Classification, Analysis, and Interpretation of Data
Summary, Conclusions and Recommendations
for Future Studies

III. THE HISTORICAL AND CULTURAL BACKGROUND OF
PAKISTAN .............................................................. 27

The Creation of a New Country
Pakistan's Ancient Past
Major Forces that Have Influenced the
Pakistan Culture
Pakistan Today

IV. FINDINGS OF THE STUDY ......................................... 58

V. EVALUATION OF THE PHYSICAL EDUCATION
PROGRAM IN COLLEGES FOR WOMEN IN PAKISTAN
AND RECOMMENDATIONS FOR FUTURE DEVELOPMENT .. 94

VI. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FUTURE STUDY .................................................. 101
TABLE OF CONTENTS —Continued

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of the Study</td>
<td></td>
</tr>
<tr>
<td>Summary of the Findings of the Study</td>
<td></td>
</tr>
<tr>
<td>Conclusions</td>
<td></td>
</tr>
<tr>
<td>Recommendations for Future Studies</td>
<td></td>
</tr>
<tr>
<td>APPENDIX</td>
<td>108</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>113</td>
</tr>
</tbody>
</table>
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Classification of Women's Colleges in the Punjab of West Pakistan and the Number of Questionnaires Sent to Each and the Number Returned</td>
<td>59</td>
</tr>
<tr>
<td>II. Approximate Year the Women's Colleges of the Study in the Punjab of West Pakistan Were Founded</td>
<td>60</td>
</tr>
<tr>
<td>III. Arts and Science Classes Included and the Degrees Offered in the Colleges of the Study in the Punjab of West Pakistan</td>
<td>62</td>
</tr>
<tr>
<td>IV. Approximate Number of Students Enrolled in the Colleges of the Study in the Punjab of West Pakistan</td>
<td>63</td>
</tr>
<tr>
<td>V. Approximate Number of Staff Members in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>64</td>
</tr>
<tr>
<td>VI. Objectives of Physical Education Held by Physical Education Instructors of Selected Women's Colleges of West Pakistan</td>
<td>66</td>
</tr>
<tr>
<td>VII. Number of Years of Experience of the Physical Education Teachers in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>68</td>
</tr>
<tr>
<td>VIII. Degrees Held by Women Physical Education Instructors in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>69</td>
</tr>
<tr>
<td>IX. Method of Scheduling Physical Education Classes in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>71</td>
</tr>
<tr>
<td>X. Scheduling of Evening Games Period in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>73</td>
</tr>
<tr>
<td>XI. Number of Colleges of Selected Women's Colleges in the Punjab of West Pakistan That Require a Physical Education Costume</td>
<td>75</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>XII. Number of Courts and Playing Areas Available at Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>76</td>
</tr>
<tr>
<td>XIII. Available Equipment in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>80</td>
</tr>
<tr>
<td>XIV. Activities Included in Regularly Scheduled Physical Education Classes in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>84</td>
</tr>
<tr>
<td>XV. Activities Included in the Evening Games Period of Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>85</td>
</tr>
<tr>
<td>XVI. Activities in Which Inter-Class Matches are Held in Selected Women's Colleges in the Punjab of West Pakistan</td>
<td>86</td>
</tr>
<tr>
<td>XVII. Number of Selected Women's Colleges in the Punjab of West Pakistan Participating in the Various University Sports Matches</td>
<td>87</td>
</tr>
<tr>
<td>XVIII. Number of Selected Women's Colleges in the Punjab of West Pakistan Participating in the Various Secondary Board Matches</td>
<td>88</td>
</tr>
<tr>
<td>XIX. Activities Listed by Physical Education Instructors of Selected Women's Colleges in the Punjab of West Pakistan in Which Girls May Be Able to Participate in After Finishing College</td>
<td>90</td>
</tr>
</tbody>
</table>
CHAPTER I

ORIENTATION TO THE STUDY

Every nation has a unique culture. The beliefs, goals, government, way of life, religious practices, and stages of development of the people of one culture may differ markedly from those of another. The interaction of forces both from within and without results in a uniqueness for each given society.

Education has as its function the development of youth in every aspect to enable them to reach their full potential and take their place in the society in which they live. As each society is unique, the process of education for each, also, must be unique, based on a dual understanding of the individual and the given society. Moehlman recognised the uniqueness of this process for each society in his statement that "there is no pat formula for an educational solution which applies everywhere and at all times" (4, p. 1).

Physical education, a phase of the total educational process, must contribute to the overall development of the individual to prepare him for life in his given society through its special medium of selected physical activities.

An effective program of physical education must be based on a knowledge of the existing culture. An important aspect
to be considered in preparing youth for their particular society through education and through physical education is the role the man or woman plays in the society. This is especially true in physical education for women. There usually are more limitations for women than for men in a society, especially in regard to participation in physical activity. The activities presented in a program of women's physical education should contribute to the physical, mental, emotional and social development of the individual so that she may grow and develop into the kind of individual who can live harmoniously and creatively, contributing to the society in which she lives. A thorough understanding of the young woman and her place in the society is of great importance for the development of an effective program of physical education for women.

For this reason, and because of a deep interest in the people of Pakistan, a study was undertaken of the physical education in women's colleges in the Punjab area of West Pakistan. Pakistan is a new country with a very unique culture affected by many forces from within and without. Women in modern Pakistan are caught in a period of transition in which the impact of the past and of the present are both evident. It is very essential to understand the country, its people, its rich traditions, and the role of women, to understand
the program of physical education best suited to meet the needs of women in that particular society.

Statement of the Problem

An evaluative study was made of the physical education program for college women in the Punjab of West Pakistan with recommendations for future development.

Definition of Terms

The following definitions of terms were used in the study.

The term, physical education, means that phase of organized education that involves participation by the individual in selected physical activities for the furtherance of social, mental, emotional and physical development.

The term, college level, as used in Pakistan means that portion of organized education following ten years of previous schooling which includes four years of study divided into a two-year period, termed the intermediate level, and a two-year period designated as the university level.

The term, Punjab, means an area of West Pakistan that extends into the northwest and faces the frontier toward Baluchistan and Afghanistan.

The term, culture, means the complex whole of a society consisting of beliefs, behaviors, knowledge, mores, customs, values, and goals which reflect a common way of life for a given people.
Purposes of the Study

The study was undertaken for the following purposes:

1. To make a study of the past and present Pakistan culture significant to physical education for college women in the Punjab.

2. To make a study of the present physical education program for women in colleges in the Punjab.

3. To evaluate the present women's physical education program for the college level in the Punjab of West Pakistan.

4. To make recommendations for future development of the physical education program for college women in the Punjab area of West Pakistan.

Limitations of the Study

The study was limited to an evaluation of the women's physical education program in colleges in the Punjab area of West Pakistan with recommendations for future study.

Sources of Data

Data were obtained from both documentary and human sources.

The documentary source was historical, cultural, and educational literature pertaining to the past and present Pakistan culture significant to physical education.

The human sources used for the collection of data were professional people in the area of physical education. This included the directress of sports and games for women of the
Punjab University, physical education teachers of colleges in the Punjab area of West Pakistan, the head of the department for Women's Physical Education at the Walton Physical Education College, and the personal experience of the investigator from three years of teaching physical education in a woman's college in the Punjab area of West Pakistan.

Survey of Previous Studies

After an intensive search, three studies were found that are related to the present study. A study was made by Khair (2) in 1933 of the secondary school curriculum in India with special reference to the Bombay Presidency. The study consisted of a sociological survey of India with proposals for the reconstruction of the secondary school curriculum.

Khair had the following purposes for undertaking the study: (1) to discover the needs and demands of the present Indian society which secondary education can partially meet; (2) to discover the needs of the adolescent population of India from the educational point of view; (3) to determine the aims, ideas, and philosophies of Indian secondary education.

Khair made an objective study of the main sociological factors that affect, or are affected by, secondary education. A survey was made of the economic, social, cultural, and psychological phases of society. This was followed by a survey of the adolescent population of high school level with regard
to psychological characteristics, economic and social back-
grounds, and ambitions and possibilities.

He does not mention the use of any questionnaire or subjects in making his objective surveys and sociological studies. It is evident that his data came from intensive reading on the subject and from education reports published by the educational system of the Indian Government.

A summary of the findings of Khair's study is presented below.

Khair gave an account of the evolution of secondary education in India which dated back 2,000 years. Ancient education was greatly influenced by Hinduism and centered around the caste system. Formal education was only for the select few, the Brahmans and noblemen. The merchants, traders and farmers taught their children through actual work in their own vocation.

The sons of noblemen and kings were given a general education which included religion, ethics, and social sciences along with specialized training in administration and military science. The sons of merchants, traders, craftsmen, and farmers received their training through actual experience in real situations. The education of these classes was vocationally efficient, but it was defective from the viewpoint of general training and literary experiences. Folklore, mythology and epics, handed down informally from generation to generation, formed the general education of the common people.
After the establishment of British rule the European system of education was established. Certain attempts at curriculum reform have been made from time to time since then by introducing practical training, religious education, and civic participation in the educational program.

The data from the sociological survey indicate that certain situations and problems can be met partially through public education. The high death rate and poor life span in India are evidences of low vitality due to epidemic diseases and deficient diet. Proper education would help to bring to the people a consciousness about these problems.

The main economic problem, the development of agriculture and industry, cannot be brought about merely through the introduction of western science and machinery. The essential qualities of industrial life ought to be developed among the people if economic development is to be a growth from within. Schools are being urged to introduce manual work and small industries into the curriculum. The role of education lies in creating a spirit of inventiveness, improvement, and experimentation in order to modernize the existing processes.

The weakening of social controls, such as the caste system, has brought about an urgent need for some other agency to take its place. The provision of vocation preparation, occupational balance, moral controls, and ethical leadership has to be made through education.
The study of the adolescent population disclosed that the adolescent of India was low in vitality as measured by height, weight, and expectancy of life.

Due to certain government grants and scholarships available to children of lower classes, the selective character of the high school, which, in the past, was available only to upperclass children, is breaking down. Hence, the school is becoming a center for pupils of a wide range of intelligence and background. On the other hand, the school curriculum is geared to the academic courses. As a result dropping out in the high school population is constantly high as all pupils drift towards the same academic curriculum. The non-academic courses that do not hold social prestige do not attract pupils.

The temperament of the Indian adolescent is calm, contemplative and abstract, needing contact with realities and with concrete experiences. The religious, ethical, and altruistic bent of the adolescent should find social expression, and his civic enthusiasm needs to be directed into constructive channels.

On the basis of the sociological study and the educational philosophy, Khair devised the following general aims of education with proposals for the organization of the secondary school curriculum.

1. Health consciousness

   a. To encourage habits in physical activity, games and sports, both for the sake of recreation and
for bringing into consciousness their values for physical and mental health.

b. To offer opportunities for review of health habits in light of modern science and hygiene.

c. To provide stimuli to study the sanitation of the home and community and to encourage activities for the improvement of health conditions.

d. To equip the individual with a knowledge of the main factors causing high mortality and low vitality in the nation, as compared with other nations of the world.

2. Economic consciousness

a. To make every individual capable of economic productivity of some kind.

b. To stimulate the study of physical and biological sciences with reference to every day activities in life, with a view of improvement through modern sciences.

c. To develop the qualities required for an efficient economic life.

3. Social consciousness

a. To develop a critical appreciation for the existing cultures in India with their historic background.

b. To bring into consciousness the handicap of Indian national and civic ideas, due to the conflict of group loyalties, and to stimulate thought as to the best means of removing such obstacles.

c. To induce first-hand observation and study of the social, economic, civic and political institutions of the local community and larger society.

d. To give scope for participation in civic activities, such as promotion of literacy, reading clubs, sanitation work, games and recreation for others.

e. To encourage study of the problems of India's relation to other nations of the world.
f. To develop qualities of group living, school self-government, and organisations.

4. Spiritual consciousness
   a. To encourage study of the lives of great men and principles connected with various religions and sects in India.
   b. To help each individual form his own ideas and philosophy of life.
   c. To provide facilities for meditation, prayers, and other forms of religious experience.

5. Creative consciousness
   a. To cultivate an appreciation of Indian literature, art, and music.
   b. To facilitate efforts in self expression.
   c. To incorporate art into activities of everyday life.

6. Individual specialization and racial culture
   a. To help each individual to explore the fields of human culture where he may feel his potential development possible.
   b. To encourage the study of other fields of human activity.
   c. To encourage habits of curiosity, research, self study, and initiative.

7. Social communication abilities
   a. Mastery of the technical aspects of the vernacular language.
   b. Mastery of a second language.
   c. Elements of mathematics common to major aspects of modern life and basic to other fields of knowledge.
   d. Mastery of the elements of science common to major fields of life and higher study (2).
The present study is similar to Khair's in that it is concerned with discovering the needs of the Pakistan society and of the adolescent in order to determine how education in general, and physical education in particular, can best meet these needs.

The present study differs from Khair's in that the previous study was concerned with the secondary curriculum and the present study is concerned with the college curriculum. Also, Khair's study was concerned with the general curriculum primarily for the education of boys. The present study was limited to the curriculum in the area of physical education in colleges for women.

Goss (1), in 1932, made a study of the development of organized physical education in the Philippine Islands. The purpose of the study was to consider three general phases of the development of organized physical education in the Philippine Islands: (1) the status of physical education in the Islands prior to American occupation; (2) the developments in physical education in public and private institutions, playgrounds, and sports organizations; (3) the factors contributing to the developments recorded.

The general procedure followed by Goss in collecting data for the study was to seek the co-operation of individuals who were in positions of responsibility in the various organizations concerning physical education in the Philippines. The following specific steps were undertaken:
1. The dean of men at the University of the Philippines was requested to act as representative of the investigator in the Philippines.

2. A questionnaire study in the form of a check list was prepared by Goss for the securing of certain information procurable by this method. The check lists were drafted in three sections. Part one covered the program of activities; part two covered administration and promotion factors; and part three covered special items.

3. The material was sent to his representative in the Philippines who forwarded the sheets personally to those individuals whose official responsibilities and years of experience indicated that they should possess judgments formed through close and intimate contact with the problems involved.

The number of check lists sent to the Islands was seventy. Thirty-seven of the lists were returned. The factors which were derived from the check lists returns were grouped together with the topic under consideration.

The following steps were taken by Goss in drafting the study: (1) the establishment of the factors involved; (2) the determination of the criteria to be used in evaluation of the findings; (3) the presentation of the material secured; (4) the critical evaluation of the findings in terms of the criteria established.
Goss reported the following important findings of the study. A close scrutiny of existing literature, in addition to factors related in conferences with leaders in the Philippines, does not reveal any program of organized physical education in the Philippines prior to American occupation. There is evidence, however, that the Filipino people did possess certain games and folk dances which were indigenous to the Islands, some of which were known even before the Spanish era.

Western athletic activities were brought to the Philippines for the first time by the American military. The American Young Men’s Christian Association blazed the trail for many of the developments that have taken place. Tangible results of organized physical education are found in the societies, clubs, and educational institutions that have developed buildings, swimming pools, and playgrounds and have equipped them with modern materials.

With a clear recognition of the importance of adequate professional education for students of physical education, the University of the Philippines has made provision for specific experience in physical education subjects ranging from summer school courses to a four-year college course. Within the last decade, Filipinos with professional training in physical education and, in some cases with graduate degrees, have been appointed to positions of responsibility and authority in educational institutions and government organizations.
Goss reported that the field of physical education as a profession for young men and women has developed slowly, although there are factors which indicate that the progress is real and definite, and has evidence of future growth. Throughout the Islands, there are unmistakable signs that the programs which have been introduced have taken deep root and have become part of the national life of the Filipinos.

The following recommendations for the future development of physical education in the Philippine Islands were presented:

1. The development of a scientific method for selecting physical education activities for the public school system in terms of the individual needs of the students.

2. The providing for increased realization of the educational significance of physical education through the appointment of adequately trained physical educators to positions of responsibility.

3. A closer correlation of the health education and physical education programs.

4. The introduction of programs of physical education for physically handicapped children.

5. The development of programs in the school and college period that have carry-over value for leisure time and for adult life.

6. The providing of increased opportunity for children of school age, who are not enrolled in school, to use school and public playgrounds under trained leaders.
7. The spreading of the playground movement under adequate leadership to the remote corners of the Archipelago.

8. The development of tests and measurements in all organizations promoting physical education by which to gauge the progress recorded, whether it be in physical proficiency, the improvement of health, or the development of character.

The present study is related to the study made by Goss in that both are concerned with the development of physical education in a different culture and are concerned with a physical education program that can be developed to meet the needs of people in a given society.

The present study differs from the study by Goss in that the previous study was a much broader study. It was national in scope, included both sexes and was concerned with all organized physical education. The present study is limited to the physical education program in women's colleges in the Punjab area of West Pakistan.

Neshisuke (3), in 1956, made a study in which he proposed a program of professional training in physical education for colleges and universities in Japan. The purposes of the study were (1) to review the current program for training teachers of physical education in Japan; (2) upon the basis of the review, to comparatively study programs of professional training in physical education in selected countries of the world; and (3) to develop for schools and colleges in Japan a program of
professional training in physical education which met contemporary needs in Japan.

Nishizuka used the following procedures to develop the study.

A critical review of the present program of professional training of teachers in physical education in Japan was made. Forty-four questionnaires pertaining to the program of professional training of teachers were sent to thirty-eight countries outside the United States and Japan of which fifteen were returned. Questionnaires, also, were sent to twenty-nine colleges and universities of the United States in which doctorate degrees in physical education were offered. Thirteen were completed and returned.

University and college catalogues, outlines of courses, and other pertinent materials were collected and studied. All the materials were analyzed with respect to the items which were appropriate to the development of a program of professional training for teachers of physical education in Japan.

On the basis of elements mentioned above, guiding principles for the development of a program of professional training for teachers of physical education in Japan were formulated. A program of professional training of teachers in physical education in Japan was proposed with respect to (1) undergraduate professional training and (2) graduate professional training.
Meshisaka reported the following findings of the study.

In his review of the present program of professional training of physical education teachers in Japan, he states that, at present, there is a great shortage of qualified teachers of physical education. This has been attributed, in part, to the relatively low social status of physical education teachers. The emphasis on intellectualism in education which prevailed in Japan has been presumed to be responsible for the failure of persons associated with education to recognize the value of physical education.

In the comparative study of programs of professional training in physical education in selected countries of the world, the following data were reported:

1. The length of compulsory education in the fifteen countries ranged from none in Indonesia and Brasil to ten years in England. This range compares with nine years in Japan and the United States.

2. The length of schooling previous to professional training in physical education is dependent upon the length of secondary school education. It varies from eight years in the Philippine Islands to fourteen in England.

3. The length of professional training varies from three to four years with a mode of four years. This requirement compares with seven years in Japan and the United States.

4. The length of schooling previous to, and including, the professional training ranges from twelve years in the
Philippine Islands to seventeen years in Argentina, England and Germany. This range compares with nineteen years in Japan and the United States. Only Japan and the United States have graduate programs of professional training in physical education.

Nishizuka presented the following guiding principles for establishing a professional physical education program in Japan:

1. The professional physical-education program should be based upon a consideration of the culture and contemporary needs of Japan.

2. The professional physical-education program should provide opportunity for the preparation of:
   a. Teachers of physical education and other subjects in elementary schools
   b. Specialists who teach and/or supervise physical education in elementary schools
   c. Teachers of physical education and other subjects in secondary schools
   d. Specialists who teach and/or supervise physical education in secondary schools
   e. Specialists who teach and/or supervise physical education in colleges and universities.

3. The professional physical-education program should result in the development of cultured citizens as well as competent teachers. The program should provide for both the civic and professional needs of the professional students.

4. The professional physical-education program should employ methodology which, on the part of professional students, is conducive to optimal professional growth, and to the development of democratic ideas and habits of citizenship.

5. The professional physical-education program should be so organized and conducted that scholarly and critical attitudes on the part of the student are encouraged.

6. The professional physical-education program should include training in health education and recreation.
7. The professional physical-education program should stress primarily the responsibilities of the physical educator and secondarily excellence of performance.

8. The physical-education program should include provision for the recruitment, guidance, and encouragement of talented students.

9. The professional physical-education program should be evaluated periodically and revised in accordance with the evaluations.

10. The professional physical-education program should include minimum requirements in health education and physical education in conformity with national teachers certification requirements (3, pp. 120-121).

The present study is related to Hashisuka's study only indirectly. Both studies are concerned with the formation of a physical education program that will be based upon the culture and contemporary needs of a particular country. The present study differs from the previous study in that the previous study was concerned with the program of professional education for teachers of physical education, and proposals were based on a comparative study of the professional program for physical education teachers in selected countries. The present study is concerned with the general physical education program for college women in Pakistan. Therefore, it is confined to a thorough study of the present physical education program on the basis of the history and culture of Pakistan.
CHAPTER BIBLIOGRAPHY


CHAPTER II

PROCEDURES TO DEVELOP THE STUDY

Preliminary Procedures

As preliminary procedures for the development of the present study, literature was read concerning the history, culture, and religion of Pakistan, and a survey was made of previous research studies related to the present one.

Selection of the Instrument for the Collection of Data

A sound instrument for the collection of the desired data for the study was necessary. Since the data needed for the research was to be collected from another country and from widely scattered sources, the questionnaire was considered as a possible instrument for obtaining the data. The writings of experts in the field of research were studied for the evaluation of the questionnaire.

According to Good, "the questionnaire is an important instrument in normative-survey research, being used to gather information from widely scattered sources" (1, p. 325). The questionnaire has been widely used in research studies of all kinds. Good states that "if one considers all the immediately practical studies which are made in educational field work, it is reasonable to believe that testing and the use of
questionnaires would together account for over half of the studies that are made" (1, p. 325).

Even though the questionnaire has been considered an important instrument in gathering data, experts recognize that there are certain weaknesses in the use of the questionnaire. Good and others give the following as the most common criticisms of the questionnaire.

1. Lack of a clearly stated purpose
2. Ambiguous questions
3. Responses difficult to classify
4. Questions calling for opinions
5. Failure to precede the questionnaire on a trial basis before sending it out (1, p. 338).

While Kelly recognizes certain weaknesses in the questionnaire, he calls attention to the fact that an act of human judgment is involved in getting information about any phenomenon in any realm of thought. He makes the following statement about the questionnaire.

Unless and until experimental science relieves us of the need of human judgments, or removes from our minds an interest in unique events, this wayward child of science, feeble as it is, will remain an indispensable helper (2, p. 83).

On the basis of the evaluation of experts, the questionnaire was chosen as an instrument for the collection of data for the study. In constructing the questionnaire, attempts were made to eliminate the weaknesses. Steps were taken to increase the reliability, validity, and objectivity of the questionnaire.
The following procedures were used as a means of increasing the reliability of the questionnaire:

1. The contents of the questionnaire were organized into topics and related items were associated under each topic as a means of promoting continuity of thought on the part of the respondent in filling out the questionnaire.

2. The questionnaire was submitted to experts and was revised to incorporate suggestions made by them.

3. A letter was sent with each questionnaire in which the purposes of the study were given.

4. In the letters, the respondents were assured that identification of the school or name of the respondent would not be disclosed in the report of the findings of the study as a means of promoting integrity in responding to the questions.

The following procedures were used as means of increasing the validity of the questionnaire:

1. The purposes of the study were used as an aid in the selection of questions.

2. Directions were given respondents for filling out the questionnaire.

3. Clear, concise statements were used.

4. Inclusive lists were used.

5. Space was left for additional statements by the respondents.
The following procedures were used to increase the objectivity of the questionnaire:

1. Comprehensive check lists were used.
2. Items were numbered and lettered.

A copy of the questionnaire used in the study is found in the Appendix, page 109.

Selection of Respondents

The respondents of the study were limited to physical education instructors of women's colleges in the Punjab area of West Pakistan and to women students in selected women's colleges in the Punjab area of West Pakistan. A list of the women's colleges was supplied by the directress of sports and games for women of the University of the Punjab. The physical education instructor of Kinnaird College for Women, Lahore, aided in the distribution of the questionnaires and in obtaining the student responses.

Administration of the Questionnaire

The questionnaires were sent to the physical education instructor of Kinnaird College for Women, Lahore, West Pakistan, who mailed the questionnaires to the women's colleges in the Punjab area of West Pakistan. The total number of questionnaires sent out was fifteen.
Classification, Analysis, and Interpretation of Data

The data were tabulated and treated with the statistical measures of range and average. After the data were analysed and interpreted, recommendations were made for future development.

Summary, Conclusions, and Recommendations for Future Studies

A summary of the study and of the findings was made. On the basis of the findings, conclusions were drawn. Recommendations for future studies were made.
CHAPTER BIBLIOGRAPHY


CHAPTER III

THE HISTORICAL AND CULTURAL BACKGROUND
OF PAKISTAN

The Creation of a New Country

A new sovereign and independent state was created on August 15, 1947. As the new nation was born, it was given a Persian name, Pakistan, meaning land of the pure. The citizens of the new nation were predominantly Muslims.

The territory and the inhabitants of the newly created nation were formerly a part of British India. Before the severance from British India, there were nearly 300 million Hindus and approximately 90 million Muslims of the 400 million inhabitants of the Indian subcontinent. For many centuries, the Hindus and the Muslims had lived on the same continent as two distinct groups. Khan describes the co-existence of the two groups in this statement: "Although physically resembling each other, the two main sections were irreconcilably apart in the most important of all respects: their religions were fundamentally different" (9, p. 1).

The Hindus’ worship of many gods in many different forms contrasted with the Muslims’ belief in one, and only one, God. Each religious group through the centuries had given rise to its own cultural system. They continued to live on the same
subcontinent, side by side, yet separate, under British rule for about 150 years.

For nearly fifty years, the people of the Indian subcontinent had asked to be given their freedom from the British so that they could govern themselves as they wished. As the time drew near for India to receive her independence from the British, it became more and more evident that the two cultures could never form a single united country. For religious and political reasons, tension and bitterness grew which led to the forming of an All-India Muslim League by Mr. Mohamed Ali Jinnah. In 1940, the League demanded the separation of the Muslim majority provinces of the Punjab, Sind, Northwest Frontier Province, Baluchistan, and Bengal from the rest of India for the purpose of creating an independent state under the name of Pakistan.

The Congress of India bitterly opposed such a plan to partition India. The outbreak of the Second World War halted the march toward independence for the duration of the war. At the conclusion of the war, the League made its demands, again, for the forming of Pakistan.

After a time spent in efforts to prevent the separation, the Congress of India realized that the creation of Pakistan was inevitable, and gave up its opposition to the idea. On July 13, 1947, the Indian Independence Act was passed by the British Parliament stating that on August 15, 1947, two
independent Dominions would be set up in India to be known as India and Pakistan.

However, the birth of Pakistan was a painful one. With the bitterness that had built up, thousands lost their lives, entire villages were razed, and people were literally uprooted from their homes, leaving all they had behind them to begin a new life in a new land. There were many obstacles and difficulties to be overcome as millions of Muslim refugees poured into the country from the India side of the newly found border. The great task of establishing homes, resettling families, and finding work lay ahead for the people of this new nation.

Pakistan's Ancient Past

Although Pakistan has had only a few years of existence as a separate state, her known history goes back to over 5,000 years. West Pakistan has been called the cradle of one of the oldest civilizations of the world. Archeologists and historians have traced the Indus Valley Civilization back to 4,000 B. C. Khan makes this statement:

The evidence of history is that there were civilized people living in well-planned cities along the banks of the Indus River at a time when the countries now known as Britain, France, Germany, and the United States were occupied only by primitive tribes who sheltered in caves and forests (9, p. 9).

Between 2500 and 1500 B. C., the whole long valley of the Indus River, which runs the entire length of West Pakistan, was occupied by people who appeared to have a common way of
living as indicated by the use of the same utensils, tools and ornaments. It is not known today who the citizens of those Indus Valley cities and towns were. However, their homes and cities, their ornaments and utensils, often were very like those which have been dug up at the ruins of other ancient cities, such as Ur in Mesopotamia.

The people of the Indus Valley lived chiefly in small villages and towns, but they, also, had two very large cities, Mohenjo-daro and Harappa. The remains of these cities have been unearthed and can be clearly seen today. Both cities were built chiefly of baked bricks and consisted of two parts, a fortress and an outer residential, or business, area. Both, also, had developed means for protection from floods which must have occurred then as they do today along the Indus. They were well-arranged cities with baths and granaries. It is quite evident that the people were advanced and possessed an orderly government.

Both cities lasted only for a few hundred years and, then, suddenly were destroyed. It is thought by historians that a horde of Aryans from some far distant part of Asia in about 1500 B.C. came and seized the two ancient cities of the Indus Valley and massacred the inhabitants. The people fled from all the towns and villages in the long Indus Valley, leaving their homes and their fields to desolation. Thus, the Indus Valley Civilisation came to an end, while the
Aryan invaders passed on into the eastern Punjab and the Ganges Valley.

The Indus Valley became split into several small kingdoms, names of which were changed from time to time. About 512 B.C. a great Persian king named Darius invaded the land that is now west Pakistan and made the Indus River the eastern boundary of his empire.

About 200 years later, Alexander the Great of Macedonia fought his way with his Greek troops to the banks of the Indus and, at Taxila, received a surrender of the Indian King Porus. Alexander and his troops advanced as far as the Beas River. At this point, his soldiers got tired of marching and wanted to return to Greece, which they had not seen for years. When the troops refused to go any farther, Alexander was forced to retreat. With his death in 323 B.C., the Greek rule came to an end in northern India.

Buddhist emperors were the next to gain control of the Indus Valley. One of the greatest of these rulers was Asoka, who not only attempted to lead the people of his kingdom to the path of virtue, but also sent Buddhist missionaries to all known parts of the world. For the next few hundred years, the northwest corner of India remained under Buddhist rule.

In the years that followed, there was great confusion as fresh invaders entered the country from passes on the west. Among the various conquerors who came and went were the
White Huns, the Turki Shahiyya Kings of Kabul, Arace, and local rajahs. In the years of 936-937 A.D., the Islamic faith obtained its first real footing on the Indian subcontinent with the arrival of the Turkish Sultan, Sabaktagin.

For the next 850 years, the Indus Valley was almost continuously ruled by Muslims. Wave upon wave of invaders occupied the country. In turn, came Afghans, Turks, Mongols, and, finally, the Mughals under Babur. The latter set up a great Muslim Empire which extended over Afghanistan and nearly the whole of India. The Mughal rule lasted for about 200 years under famous rulers, such as Akbar, Jehangir, Shah Jahan, and Aurangzeb.

The power of the Mughals was weakened by the middle of the seventeenth century as new invasions occurred. Delhi was taken over by Nadir Shah, a Turkish shepherd, who had made himself king of Persia. His successors also, overran the country.

Meanwhile, the Sikhs had gained in strength with the support of the Muslims. Under the leadership of Rangit Singh, they became rulers of the Punjab from 1764 to 1834. The Sikhs, in turn, were defeated by the British in 1849, who annexed the country and made it into a province of India. The Indian subcontinent remained under British rule until the act of freedom in 1947 which brought about the partition of Pakistan and India.
Major Forces that Have Influenced the Pakistan Culture

It is evident from the history of Pakistan that there have been many outside forces which have found their way into the country and contributed directly, or indirectly, to the cultural patterns now in existence. Pakistan has not only been under the rule of various racial groups and foreign powers in the past, but it, also, has been under the influence of diverse religions from time to time. Each of these forces has in some way affected the country now known as Pakistan.

In addition to the forces specifically associated with the birth of the new nation, Pakistan has felt the impact of the forces that have affected the whole Indian sub-continent throughout the centuries. A presentation of such forces and the effect of them upon the Pakistan culture follows.

Hinduism

One of the earliest forces that has had a great effect on the culture of India is Hinduism. The Hindu culture arose in India in the second century B.C. from a fusion of the Aryan and Dravidian races. Arising from this fusion of the two races was the complex social order of the caste system.

The caste system.—The cause and origin of the caste system are not exactly known. It is thought to have stemmed
from racial pride and color prejudices of the Aryans who were a fairer race than the original inhabitants of India. Other factors entered into its origin, such as occupations and religious beliefs. Whatever its origin, the caste system became one of the most closely guarded institutions among the Hindu people.

Four main classes evolved from this social situation: (1) the Brahmans or priests; (2) the Kshatriyas or warriors; (3) the Vaisyas or merchants; and (4) the Sudras or serfs.

The Brahmans, the highest on the social scale, were believed to have their origin from the head of Brahma, the creator. They were the learned men of knowledge concerned with religious thought and teaching.

The Kshatriyas were believed to have sprung from the arms of Brahma and were concerned with the protection of the people. Kings and soldiers made up this class.

The Vaisyas were said to have their origin from Brahma's thighs and, as such, were inferior to the two higher classes. They were the lowest on the social scale of the Aryan race. Their duty was to increase the prosperity of the country and to produce and distribute the wealth.

The Sudras, the only class that was not of Aryan descent, made up the largest class of the four main classes. They were believed to have sprung from the feet of Brahma. Their status
according to the Hindu law book, was very low on the scale. The social duties of the Sudras were to serve the three higher classes, especially the Brahmans.

The Sudras, however, were not the lowest on the social scale in the Indian society. Outside the four main classes were the Panchamas. These people were so low on the social scale that they were considered outcastes, with numerous divisions of untouchables, unapproachable and unlookables. The vast majority of the aborigines of India belonged to this exterior caste. Together with the Sudras they formed the bulk of the Hindu population.

Within the structure of the four main classes arose the numerous castes, which amount to some 3,000 today. This rigid caste system had become very well established in India by 500 B.C., and continued to dominate Indian culture for centuries. A man's status was decided by birth alone; it could not be changed by effort. This social classification predetermined each individual's occupational, social, and educational opportunities throughout life.

Education within the Hindu society.—Ancient Indian education was greatly influenced by Hinduism and centered around the caste system. Formal education was only available for the Brahmans and noblemen. The Brahmans were the educators of the country. They became interested in developing a form of education for the religious, cultural and literary development
of their own class. Later, they broadened the system to meet the needs of the top three classes.

Children were educated in the home by the mother up to about the age of five. Then, a professional teacher instructed the children in word study, reading, writing, arithmetic, prayers and psalms. Between the age of eight and sixteen, boys were initiated into the study of the Vedas, the holy books of the Hindu religion. Ethical teaching was an important aspect of ancient Hindu education. Fine personal relationships existed between teacher and pupil.

**Physical education within the Hindu society.**—During the early period of education in India, the amount of physical education offered was very slight, but not completely ignored. However, it was confined to limited groups of people, particularly, to the dancing girls and the military class. Physical education for the dancing girls was mainly for the purpose of developing a means of religious expression and entertainment.

Some physical education was interwoven unconsciousness into the lives of the Hindu people through the necessity of performing religious ceremonies. Certain ceremonial dances became a part of their rituals, the basic objective being religious.

From these religious customs have stemmed some of the activities that are considered a part of the physical education program today. Dancing instruction was given to temple girls
when they were still children. They studied religious dancing along with music, reading, and writing. There were two types of dancers: those who performed at temple services and those who entertained at marriages and aristocratic banquets.

Physical education also was found within the military class in the area of military training. As early as 1000 B.C., princes were trained in some of the arts of war, especially, in archery, fencing and lassooing of animals. The men of the military were trained for the infantry, calvary, chariot or elephant divisions. They learned to use such weapons as spears, battleaxes, and slings. During peace time, there was a tendency for the army to live in idleness and to engage in sports as a pastime. It was in the military nobility of later centuries that the game of polo originated. The military troops were often kept in training by the pastime of hunting.

**Buddhism**

Buddhism dominated Indian culture for several centuries. It was introduced in India as a result of a revolt against orthodox Brahmanism. Religion in the Hindu faith was monopolized by the Brahmins. Authority to read the Vedas was restricted to members of this class. The only way the common man could obtain salvation was by paying the Brahmins to perform the prescribed ceremonies. Buddha very strongly attacked this monopoly of religion by the Brahmins and made Buddhism a way of life for all people. The Buddhist, also, had a new
interpretation of caste. According to Buddha, caste was a matter of worth, not birth. The language used in religious instruction among the Hindu was Sanskrit. Buddha discarded this language and directed his message to the common people in their own dialect. He preached to all castes and took as disciples men of all social positions. Buddhism soon became known as a religion of the people.

In doctrine, Buddhism is not fundamentally different from orthodox Hinduism. The difference lies in the way of life. Hinduism had become very ritualistic with great emphasis on following the letter of the text. Religion had become a question of correct chanting of the text and correct methods of performing ceremonies that led to salvation. Buddhism offered a code of life with strong emphasis on morality, self-renunciation and love.

Art and architecture flourished during the Buddhist period. Images of Buddha were carved out of stone and were installed in shrines with other gods of the Hindu religion that held a place subordinate to that of Buddha. Religious literature sprang up which was centered on the personality of Buddha, depicting him as a miracle worker. After a time, the truth about his birth, life, and death was lost in a mass of fable, fiction and legend. This eventually led to the decay and downfall of Buddhism in India. As Buddhism weakened, Hinduism found its opportunity for revival and a
great attempt was made by the Brahmins to drive Buddhism from India. At present, there are very few Buddhists in India except in the hill countries that border on the Himalayas.

**Education within the Buddhist society.**—The Buddhist schools were mainly connected with the Buddhist monasteries, but were not restricted to students studying to be monks. They offered education to others seeking a wide range of secular occupations. The pupils and their masters had a well-organized routine which included learning, work, and worship. The study of Sanskrit language and grammar was emphasized in the curriculum as a basis for the study of philosophy and literature.

**Islam**

After a few hundred years of Buddhist rule, people of the Islamic faith, called Muslins, found their way into the country. The rivalry between the Hindu and Buddhist society at that time probably had some bearing on many of the masses turning to Islam.

Before the arrival of the Muslins, all the people who invaded India and settled down in the country were absorbed into Hinduism. The Muslim conquerors were different. They had a traditional culture of their own and believed that the salvation of mankind could be achieved only through their religion. They strongly opposed idolatry and other Hindu
practices. They soon established a way of life and a culture unique to them, based on the religious principles of their faith.

The Muslim culture had a great influence on Hindu society. The lower castes were attracted to Islam by the social status they could gain by conversion. Hence, masses turned to Islam. Idolatry among the Hindus became less prevalent in provinces where Muslim influence was predominant and prolonged. The uncompromising monotheism and simplicity of worship in Islam attracted some of the Hindu religious thinkers. As a result, sects were founded among the Hindus akin to Islam.

The Sultanate period.--The Muslims ruled in India for about 500 years. The period between 1206 and 1526 was called the Sultanate period in recognition of the rule of the Sultans. During the rule of the Sultans great attempts were made to set up a strong Islamic culture. Mosques were erected to enable the Muslims to offer their prayers, schools were established in which religious instruction was imparted, and books were written to teach the fundamentals of Islam. Emphasis was placed on the promotion of the Islamic spirit and on benevolent activities aimed at relieving the distress of the people.

The Mughal age.--The succeeding period of time from 1526 to 1707, which was under the rule of the great Mughal emperors, was called the Mughal age. This period under Mughal rule marked
a time of general advance in refinement and elegance in life. The Mughals not only proved to be great conquerors and organizers of government, but they, also, contributed greatly to the artistic development of the land. The Mughal courts became a center of Persian culture. The princes were as proud to be cultured as they were to be awesome.

Babur is rated as the founder of the Mughal Empire, but he is not considered the creator of its characteristic features. Akbar, his grandson, is credited as the one who actually established the Mughal empire. Akbar is one of the most famous characters in Indian history as well as one of the most complex. In addition to the conquering of vast territories during his reign, he is responsible for the integration of the communities. Again, it was Akbar who gave the Empire the Persian character. Persian became the polite language of India at that time. It was then that Urdu, presently the national language of Pakistan, attained status as a separate language.

Following Akbar in reign was his son, Jehangir, who was a very different man from his father. His acute sensibility to art and nature, devotion to his wife, Nur Jehan, and love of sport, were greatly contrasted by his violent temper and callous disregard for human suffering.

Jehangir's son, Shah Jehan, the next of the Mughal rulers, left his imprint on Indian society in the form of architecture.
He is responsible for such imperishable monuments as the beautiful Taj Mahal and Pearl Mosque of Agra.

Aurangzeb, the son of Shah Jahan and the last of the Mughal emperors, left the empire weakened and undermined. However, fifty years passed before the Mughal empire finally ended.

During the Sultanate period of the rule of the Muslims in India, a general tendency toward aloofness existed between the Hindus and the Muslims. Under the Mughal rule, members of the two religious groups came closer together and, in so doing, learned to appreciate the good points of the religion of the other one. The process of borrowing from the culture of the other came about from sharing a common life under the same Indian sun. However, certain social customs and personal laws of each group still continued to exist in various degrees due to the influence of their religious creeds.

_Education within the Islamic society._——Muslim education always has been based on religious beliefs with the Koran as the basic educational reference. Primary schools were set up and administered by Muslim teachers called maulvis. The upper schools of the Muslims were called madrasahs. Muslim education emphasised, mainly, training for males. Persian culture, along with the Sanskrit language, comprised the education of the aristocracy and cultivated gentlemen.

_Physical activity and recreation within the Islamic society._——Games and sports, though not connected directly with
formal education, were very much a part of the life of the people during the Muslim rule in India.

The indoor game of playing cards was found in India long before the time of the Mughal rule. The names of the suits were in Sanskrit dialect until the time of Akbar, when they were changed to Persian. The game continued to be a favorite with the Mughal emperors and was equally popular with the common people who, also, took great delight in displaying tricks with the cards.

Chess, another popular indoor game, was played by kings, nobles, and commoners alike. Akbar is said to have played the game of living chess using slave girls as pieces moving on the checkered pavement at Fatehpur Sikri. The chess table preserved in the museum at the Delhi Fort shows that the chess board was divided into sixty-four squares, eight on each of the four sides. Each player had at his command a little army of sixteen men ranked from a king down to a foot soldier. The game could be played two-handed or four-handed. Akbar was an expert in both. At times international tournaments were held and bets were offered.

A game, called chaupar, was a court favorite during the seventeenth century. The special rules and regulations of the game were formed by Akbar. A match consisted of sixteen games and, at times, lasted as long as three months. It is
said that the oldest daughter of Aurangzeb spent most of her spare time in playing this game with her friends.

 awshiei was another ancient Hindu game enjoyed frequently by Akbar. The boards of this game were marked out on a marble square in a quadrangle at the Agra Fort and at Fatehpur Sikri. He is said to have used slave girls as pieces playing this game.

These and other sedentary games were played in India in the seventeenth century. In addition, games of a more active nature were enjoyed by many of the people.

Chaugan, called polo today, was a popular sport among the kings and nobles. Ladies of royal households sometimes took part in the game. Commoners could be spectators, but not participants. Of all the games Akbar enjoyed, this one is said to be his favorite. He invented illuminated balls to enable the playing of the game on dark nights. The game was played on horseback, each player holding a chaugan stick in one hand. The object of the game was to advance the ball and to pass it between the posts at the goal.

Wrestling was considered not only an amusing pastime, but, also, a real necessity for the daily exercise of the limbs and body. It was pursued by the kings, nobles and commoners.

Hunting was another form of amusement enjoyed by all classes of people. Elephants, lions, tigers, buffaloes, and wild goats were hunted. However, lion hunting was reserved
especially for the kings, while elephant hunting could only be done with special permission from the king. Permission was granted sparingly, usually being limited to professional hunters. Shooting of birds was a common hobby and a source of entertainment for both rich and poor. The rich generally hunted with bows and arrows, but, at times, used guns.

Horseback riding was a common activity used for transportation and for recreation. It was an activity that the princess sometimes enjoyed. Elephant riding was a favorite pastime of Mughal kings. Akbar would sometimes ride a camel.

Animal fighting was one of the popular amusements of the age. Common people, however, had to be content with the less expensive fighting of goats, rams, antelope, dogs, and bulls. But kings and nobles amused themselves with costly and dangerous fights between elephants, tigers, bears, leopards, and other wild beasts. A special amphitheater was built under the command of Akbar for animal fighting.

Dancing served as a pastime for the rich. Often dancing girls would be called for festive occasions who would play, sing, and dance to amuse the guests. Classical dancing also was enjoyed by certain people. It was an exacting and highly involved art which only the cultured and instructed could appreciate. Gestures and facial expressions were as important as rhythm in the classical dances. The common people, however, had their own dances. Most of the folk dances would tell a story depicting a moral. There was a prejudice against
mixed dances in India. This resulted in the custom of boys, dressed in women's costume, to act the part of women in the folk dance. Among the tribal people, vigorous war dances were performed by men in which the actual hurling of spears took place.

Music formed a favorite pastime of both rich and poor. For some it became a part of their work. While laying bricks, repairing old shoes, or engaged in other manual labor, a group of laborers would repeat the sacred ballads. Young women in the countryside with pitchers on their heads would sing as they went to the village well to draw water early in the morning. All the Mughal kings, with the exception of Aurangzeb, were patrons of music. Babur himself excelled in music and composed songs. Akbar was particularly fond of music, and some of the greatest musicians of India lived under his rule. Aurangzeb felt that life was too serious a trust from God to be whiled away in singing and dancing.

**British and Western Influence**

With the entrance of the British into India came the emergence of a new language, of the influence of the West, and of a different religion, Christianity.

When they first invaded India, the British were primarily concerned with political and economic control. They were fighting the colonial powers of France and, to a lesser degree, the Netherlands. Partly by battle and partly by
treaty terms, the British were able to break the French power and gradually gained control of all of India. At first, the dealings of the British with India took the form of ruthless imperialism, but, later, they became interested in the welfare of the country, expressing more and more concern for India's agriculture, education, public health, and industry.

British influence on education.—One of the greatest effects of British rule was in the area of education. In Bengal, where British authority was first established, Christian missionaries were brought in to educate the people. They hoped to communicate both their intellectual and moral concepts through education. It, also, was thought that, once the Indian people became familiar with Western knowledge, the Hindu society would dissolve itself. Hinduism had been a religion of a subject race for the last 500 years and was in a state of extreme depression at that time.

The British system of education played a decisive part in the modernisation of India, but it failed to achieve the dissolution of Hindu society. Instead, it made it possible for Hindu society to reform itself on the basis of modern ideas. Likewise, the British system of education failed to undermine the Hindu religion. In a converse manner, the coming of Christian missionaries brought about a re-examining by the members of the Hindu society of their beliefs and a reform in Hinduism.
A major conflict in Indian education arose. One point of view was that the English language should be the medium of instruction in the schools which imparted secular education. The opposing view was that the Indians should retain their own language and that modern education should be grafted into it. The plan for use of the English language as the medium of education won out, and most of the Indian education was administered in English. The British faced a tremendously important decision at that time. Should they continue the existing indigenous culture, or strive to westernize the subject people and raise them to a technological level? They chose the latter, a procedure which, probably, has resulted in making India a nation better suited to rule itself in today's world.

Contributions toward Indian unity.—Under Britain, India gained an inner unity. For the first time in the known history of the subcontinent, India was under a single, unchallenged rule. This was, also, the first time in the history of India that the rule was strictly secular, favoring no religion.

The emergence of English as the language of the educated class in some ways contributed to the unity of the Indian people. In pre-Muslim times, Sanskrit was the common medium of thought all over India, but the period of Muslim dominance in north India gave rise to the growth of regional languages. Now English had become a common medium of thought for all India.
A rise in strong national feeling resulted from India's association with the West. It was the European scholars who gradually opened up to the Indian people the vision of their own past. As their history began to unfold, they found that India had a rich past as one of the earliest areas of civilization in the world. This brought a source of pride to the Indians and a new national image came into being. They began to see themselves as a people who had not only contributed to the thought of the world, but, also, to the building of civilization.

Pakistan Today

Unity

Although the people of Pakistan have descended from a number of different races and origins they have become a united people who share one patriotic devotion. A feeling of national unity exists in Pakistan today. The newness of the country has given its people a youthful enthusiasm of hope and great expectations for that which Pakistan can become. Her high ideas of democracy, progress, and equality for all are based on the religious concepts of their sacred scriptures, the Koran.

The people of Pakistan are aware of the fact that progress is needed in certain areas, such as technology, medicine, and education, and that there is a difficult road ahead to reach
further stages of development. However, they are united in their efforts to improve the conditions of their country.

The majority of Pakistan's people are Muslim. This is one great bond that unites them. They share in the Islamic way of life. The people of Islam center their whole life around their religious beliefs and practices. However, there are some non-Muslims in Pakistan. This non-Muslim minority is made up mainly of people of the Christian, Hindu, and Parsi religions. Although the Pakistan people are governed by Muslims, every individual is free to worship and believe as his conscience guides him. People of all religions are united in spirit and effort as citizens of Pakistan who have equal rights.

**Education in Pakistan**

At present, Pakistan is not able to offer free compulsory education to all children of its citizens. The opportunity of receiving an education is denied to some because they cannot meet the financial requirements, or because there are not enough schools and adequate facilities available. Pakistan is working toward free compulsory education for all which they hope will go into effect in the near future. However, at the present time, this is not possible due to limited resources and facilities.

To receive an education, it often is necessary for children to go away from home and live at the school at a very
early age. Many of the schools, ranging from primary grades through college, have hostel facilities for students to board at the school while receiving their education.

A student may attend either a school in which English is the medium of instruction, or a school in which Urdu, the national language of Pakistan, is the medium of instruction. However, English is studied as a language in the Urdu-speaking schools at a very early grade. It is the medium of instruction in all of the colleges and universities. Therefore, a student, who plans to attend college, must learn the English language to an extent that he not only can understand lectures, but he, also, can express himself in assignments, examinations, and classroom discussion.

The educational system in Pakistan is in a state of revision. An education commission was set up by the government in 1959 to review and revise the entire system of education in the country. Some changes have been made, but it will take a period of years to carry out many of the proposals for improvement.

Education in Pakistan is based on the British system of education. External examinations are given by the government, making it necessary for all schools to offer the same unified syllabus. Education in the past has been geared toward an academic course of study. The need has been recognized for a broader scope of education which would include practical training to meet the needs of a free and modern society.
There is very little co-education in the Pakistan schools after about the fourth grade. In the Islamic culture, boys and girls do not mix socially in the way that is customary in western society. The amount of mixed relationships between boys and girls varies, however, with the families. Some observe stricter customs than others. This is true in both Muslim and non-Muslim homes. Therefore, schools with girls and young women in residence must set their rules and regulations to meet the standards of the strictest families.

Co-education has been started in some of the schools, but at the present time the majority of the boys and girls of Pakistan are in separate schools.

**Family Life**

Family ties in Pakistan are exceptionally strong. The major part of life's activities are centered around the family. Social activities usually consist of family gatherings with relatives. Families are generally large and close relationships exist, not only with the immediate family, but, also, with aunts, uncles, and cousins.

The father is the head of the family and the mother is second to him in authority. The father is the breadwinner and the mother takes care of the home. The family generally consists of father, mother, and children, but it may include some relatives, such as a widowed aunt or a sister.
Marriages are arranged by the parents. However, many families allow the children to voice their opinion and give consent in the choosing of a mate. It is the custom in Pakistan for the oldest daughters to be married first. A dowry is offered by the girl's family and the size of the dowry often determines the social status of the husband. For this reason, the birth of a daughter does not always bring the same amount of joy that the birth of a son may bring. The great expense involved in the marriage of a daughter often causes a man to go very deeply into debt. He will sometimes borrow and sacrifice all he has to increase the dowry to be able to obtain a better husband for his daughter.

The Role of the Women in Pakistan

The most important role that women play in the society is in the home, guiding and directing the children. Upon the women depend the health and safe upbringing of the youth of Pakistan. The Quaid-i-Azam, Pakistan's first great leader, made the following statement in regard to the role of the women of Pakistan: "In the great task of building the nation and maintaining its solidarity, women have a most valuable part to play. They are the prime architects of the character of the youth who constitute the backbone of the state" (9, p. 162).
The household duties of the women vary from one home to another. In the upper-class homes servants are hired to do such tasks as cooking, serving, and cleaning. Another servant, called an aya, is often hired to take care of the children. Women in these homes have a considerable amount of leisure time. They often spend this time knitting, embroidering, or doing other types of needlework. Other kinds of handwork such as painting, glasswork, and basket weaving serve as a pastime for many women.

Some families cannot afford servants and the women carry out the domestic duties of the home. The task of keeping house, preparing food, and taking care of the children is a full-time responsibility. Sewing, knitting, and other forms of needlework are a part of her necessary tasks to keep the family clothed and not a leisure-time activity. Many women, even, perform the task of handspinning and weaving the cloth used in making clothes for the family. The women in these homes have very little leisure time.

Among the peasants and poorer classes of people a large number of women work in the field or factory helping to earn extra money for the home.

In the past, people felt there was little need to give an education to the girls. Now, more and more girls are attending schools. However, there are still many who cannot read or write. In 1951, Khan stated that "in Pakistan as a
whole, barely six out of every hundred females can read or write; that means that roughly thirty-seven million women and girls are completely illiterate" (9, p. 167). There is a growing tendency for girls to attend school in Pakistan, even beyond the primary and secondary level. Many are attending colleges for higher education.

As women receive more education, they are able to take a more active role in society than ever before. Whereas women had been content in the past to stay in the background, today they are found contributing to society in many ways. The teaching responsibilities of the land are largely carried by the women. In addition to this, they are making valuable contributions as members of committees, organizers of relief and welfare work among refugees, worker in offices, and contributors to medical work as nurses, doctors and technicians.

Although women of Pakistan often appear to be in the background, their influence is being felt and the role they play is a great contribution to the Pakistan society.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

FINDINGS OF THE STUDY

The findings of the study are presented in this chapter. The classification of women's colleges in the Punjab of West Pakistan, the number of questionnaires sent to each and the number returned is shown in Table I, page 59.

The women's colleges participating in the study are shown in four categories: (1) four-year colleges which offer courses on the intermediate level and on the university level of study; (2) two-year colleges which offer courses only on the university level of study; (3) two-year colleges which offer courses only on the intermediate level of study; and (4) a two-year teacher training college.

The total number of questionnaires sent out was fifteen. Of this number, eleven questionnaires were sent to colleges including both the intermediate and university level of study; one was sent to a college offering courses only on the university level; two were sent to colleges offering the intermediate level of study; and one was sent to a teacher training college. Ten of the fifteen questionnaires were returned. Of the questionnaires returned, six were from colleges including both the intermediate and university level of instruction; one, from a college offering courses
### Table I

**The Classification of Women's Colleges in the Punjab of West Pakistan and the Number of Questionnaires Sent to Each and the Number Returned**

<table>
<thead>
<tr>
<th>Classification of Colleges</th>
<th>Number of Questionnaires Sent</th>
<th>Number of Questionnaires Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year college including intermediate and university levels</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Two-year college on the university level</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Two-year college on the intermediate level</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Two-year teacher training college</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

Only on the university level; two, from colleges offering the intermediate level of study; and one, from a teacher training college.

While the returns were small, the study was justified because the number of women's colleges in Pakistan is limited. Only in recent years has there been an emphasis on college education for women. Evidence of this is shown in Table II, page 60, in which the approximate year each college of the study was founded is given.
TABLE II

APPROXIMATE YEAR THE WOMEN’S COLLEGES OF THE STUDY IN THE PUNJAB OF WEST PAKISTAN WERE FOUNDED

<table>
<thead>
<tr>
<th>Approximate Year College Was Founded</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1951-1960</td>
<td>6</td>
</tr>
<tr>
<td>1941-1950</td>
<td>0</td>
</tr>
<tr>
<td>1931-1940</td>
<td>1</td>
</tr>
<tr>
<td>1921-1930</td>
<td>2</td>
</tr>
<tr>
<td>1911-1920</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

The oldest of the ten colleges was founded in 1913, while the youngest was founded in 1960. One college was founded between the years 1911 and 1920; two were founded between the years 1921 and 1930; one was founded between the years 1931 and 1940; no colleges were founded between the years 1941 and 1950; and six were founded between 1951 and 1960.

The events of the second world war, the gaining of independence by India, and the creation of Pakistan that took place between the years 1941 and 1950, were the forces that contributed to the fact that no colleges were founded during that time. However, in the years that followed, college education for women received more attention than ever before. Six of the ten colleges participating in the study were founded since 1950.
Five of the ten colleges participating in the study are located in the city of Lahore. The other five are located in five different cities in the Punjab area of West Pakistan.

All students in the colleges of the study which offer degrees work toward either an arts or science degree. The teacher training college is not a regular degree college and offers a diploma called a Bachelor of Teaching.

The arts and science classes included and the degrees offered in the colleges of the study in the Punjab of West Pakistan are shown in Table III, page 52.

Only two of the colleges of the study offer arts and science classes all four years. A diploma in arts or science is offered at the completion of the first two years of intermediate study and a Bachelor of Arts degree or Bachelor of Science degree is offered at the completion of the last two years of university study. One of the colleges offers four years of arts classes and three years of science classes; and three offer four years of arts classes and two years of science classes. In these colleges a diploma in arts and science is offered at the completion of the first two years of intermediate study and a Bachelor of Arts degree is offered at the completion of the last two years of university study. One college offers only arts classes on the university level. A Bachelor of Arts degree is offered at the completion of the
## Table III

**Arts and Science Classes Included and the Degrees Offered in the Colleges of the Study in the Punjab of West Pakistan**

<table>
<thead>
<tr>
<th>Colleges of the Study</th>
<th>11th and 12th Years Intermediate Level</th>
<th>1st and 2nd Years University Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Intermediate Arts</td>
<td>Intermediate Science</td>
</tr>
<tr>
<td>J</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>A</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>G</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>H</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>D</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>F</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>C</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>B</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>I</td>
<td>✓</td>
<td>...</td>
</tr>
<tr>
<td>E</td>
<td>...</td>
<td>...</td>
</tr>
</tbody>
</table>

*Offers science in the 1st year but not the 2nd year of university level study. The Bachelor of Science degree is not given.

**Not a regular degree college.

two years of university study. One of the intermediate colleges offers both arts and science classes. A diploma in arts or science is offered at the completion of the two years
of intermediate study. One of the intermediate colleges offers only arts classes and a diploma in arts is offered at the completion of two years of study. The teacher training college offers a diploma called a Bachelor of Teaching.

The approximate number of students enrolled in the women's colleges of the study in the Punjab of West Pakistan is shown in Table IV.

**TABLE IV**

APPROXIMATE NUMBER OF STUDENTS ENROLLED IN THE COLLEGES OF THE STUDY IN THE PUNJAB OF WEST PAKISTAN

<table>
<thead>
<tr>
<th>Approximate Number of Students</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1401-1600</td>
<td>2</td>
</tr>
<tr>
<td>1201-1400</td>
<td>0</td>
</tr>
<tr>
<td>1001-1200</td>
<td>0</td>
</tr>
<tr>
<td>801-1000</td>
<td>0</td>
</tr>
<tr>
<td>601-800</td>
<td>1</td>
</tr>
<tr>
<td>401-600</td>
<td>1</td>
</tr>
<tr>
<td>201-400</td>
<td>4</td>
</tr>
<tr>
<td>1-200</td>
<td>1</td>
</tr>
<tr>
<td>Not answered</td>
<td>1</td>
</tr>
</tbody>
</table>

Total 10

The enrollments of the colleges of the study spread from 74 to 1600, and the range of enrollment is 1526. The average enrollment of the colleges is 633. Two of the colleges participating in the study have an enrollment of 1401-1600; one, an enrollment of 601-800; one, an enrollment of 401-600; four, an enrollment of 201-400; and one, an enrollment of 1-200. One respondent did not indicate the enrollment.
The approximate number of staff members in the selected women's colleges in the Punjab of West Pakistan is shown in Table V.

**Table V**

*Approximate Number of Staff Members in Selected Women's Colleges in the Punjab of West Pakistan*

<table>
<thead>
<tr>
<th>Approximate Number of Staff</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>81-90</td>
<td>1</td>
</tr>
<tr>
<td>71-80</td>
<td>0</td>
</tr>
<tr>
<td>61-70</td>
<td>0</td>
</tr>
<tr>
<td>51-60</td>
<td>2</td>
</tr>
<tr>
<td>41-50</td>
<td>2</td>
</tr>
<tr>
<td>31-40</td>
<td>4</td>
</tr>
<tr>
<td>21-30</td>
<td>0</td>
</tr>
<tr>
<td>11-20</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

One of the colleges participating in the study has from eighty-one to ninety staff members; one has from fifty-one to sixty; two from thirty-one to forty; four from twenty-one to thirty; and two from eleven to twenty.

The number of staff members of colleges participating in the study ranges from fifteen to eighty-five. The average number of staff members is thirty-five.

Physical education is required of all intermediate students in Pakistan. To be eligible to take the intermediate examination, the student must have credit for participation in a minimum of seventy-two hours of physical education classes.
during the two-year period. This means that each student must have seventy-two attendances to his record of actual participation in seventy-two hour-long classes. The students studying on the university level are not required by the government to participate in physical education classes, but many colleges have required gym periods for the resident students of all classes.

The objectives of physical education held by the physical education instructors of selected women's colleges in the Punjab of West Pakistan are listed in Table VI, page 66.

Ten of the objectives stated were concerned with the physical development of the student. Objectives concerning the physical fitness of the student were named four times and objectives concerning the improvement of health were named three times. The development of co-ordination was named two times and the development of grace and ease of movement was named one time as an objective of physical education.

Only two of the respondents mentioned the development of skill in physical activity as an objective in their physical education program.

Five of the objectives were concerned with recreational contributions of physical education. Three of the instructors stated objectives concerned with providing wholesome activities for the students. One indicated the development of an interest
### TABLE VI

**OBJECTIVES OF PHYSICAL EDUCATION HELD BY PHYSICAL EDUCATION INSTRUCTORS OF SELECTED WOMEN’S COLLEGES OF WEST PAKISTAN**

<table>
<thead>
<tr>
<th>Objectives of Physical Education</th>
<th>Number of Times Stated</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Physical</strong></td>
<td></td>
</tr>
<tr>
<td>To develop physical fitness</td>
<td>4</td>
</tr>
<tr>
<td>To improve health</td>
<td>3</td>
</tr>
<tr>
<td>To develop co-ordination</td>
<td>2</td>
</tr>
<tr>
<td>To develop grace and ease of movement</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>10</td>
</tr>
<tr>
<td><strong>Skills</strong></td>
<td></td>
</tr>
<tr>
<td>To develop skill in physical activity</td>
<td>2</td>
</tr>
<tr>
<td><strong>Recreational</strong></td>
<td></td>
</tr>
<tr>
<td>To provide wholesome activities</td>
<td>3</td>
</tr>
<tr>
<td>To develop an interest in games</td>
<td>1</td>
</tr>
<tr>
<td>To teach good use of free time</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>5</td>
</tr>
<tr>
<td><strong>Mental</strong></td>
<td></td>
</tr>
<tr>
<td>To develop mental alertness</td>
<td>4</td>
</tr>
<tr>
<td><strong>Emotional</strong></td>
<td></td>
</tr>
<tr>
<td>To develop emotional stability</td>
<td>3</td>
</tr>
<tr>
<td>To provide satisfaction and enjoyment</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
</tr>
<tr>
<td><strong>Social</strong></td>
<td></td>
</tr>
<tr>
<td>To develop sportsmanship</td>
<td>4</td>
</tr>
<tr>
<td>To develop order and discipline</td>
<td>4</td>
</tr>
<tr>
<td>To encourage social adjustment</td>
<td>3</td>
</tr>
<tr>
<td>To develop team spirit</td>
<td>2</td>
</tr>
<tr>
<td>To develop good citizenship</td>
<td>2</td>
</tr>
<tr>
<td>To develop a sense of competition</td>
<td>2</td>
</tr>
<tr>
<td>To develop leadership qualities</td>
<td>1</td>
</tr>
<tr>
<td>To give students a sense of duty</td>
<td>1</td>
</tr>
<tr>
<td>To develop perseverance</td>
<td>1</td>
</tr>
<tr>
<td>To develop honesty and loyalty</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
</tr>
</tbody>
</table>
in games and another, the teaching of good use of leisure
time as an objective of physical education.

The development of mental alertness was named as an
objective by four of the respondents. Objectives concerning
the emotional development of the students were, also, named
four times.

The social development of the student was of major con-
cern. Twenty-one of the stated objectives pertained to the
social development of the individual. The development of
good sportsmanship was named four times as an objective.
Also, named four times was the development of order and
discipline within the lives of the students. Objectives
concerned with the encouragement of social adjustment were
named three times; the development of team spirit, good
citizenship, and a sense of competition were named two times;
and the development of leadership qualities, a sense of duty,
persistence, honesty and loyalty were named one time.

The number of years of experience of the physical edu-
cation teachers of selected women's colleges in the Punjab
of West Pakistan is shown in Table VII, page 69.

The number of years of experience of the physical edu-
cation teachers of the colleges participating in the study
ranges from one to eighteen. One of the physical education
teachers has over fourteen years of experience; two have from
ten to fourteen years of experience; two, from five to nine
TABLE VII

NUMBER OF YEARS OF EXPERIENCE OF THE PHYSICAL EDUCATION TEACHERS IN SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN

<table>
<thead>
<tr>
<th>Number of Years of Experience</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teacher I</td>
</tr>
<tr>
<td>15 to 19</td>
<td>1</td>
</tr>
<tr>
<td>10 to 14</td>
<td>2</td>
</tr>
<tr>
<td>5 to 9</td>
<td>2</td>
</tr>
<tr>
<td>0 to 4</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

years of experience; and five, from nine to four years of experience. One college responding to the questionnaire indicated that there were two instructors of physical education in the college. The second instructor has from zero to four years of experience.

The degrees held by women physical education teachers in selected women's colleges in the Punjab of West Pakistan are shown in Table VIII, page 69.

In Pakistan colleges the Bachelor of Arts degree is given after four years of study in a regular degree college. The Bachelor of Teaching or Bachelor of Education degree is given after one or two years of study in a teacher training
TABLE VIII

DEGREES HELD BY WOMEN PHYSICAL EDUCATION INSTRUCTORS
IN SELECTED WOMEN'S COLLEGES IN THE
PUNJAB OF WEST PAKISTAN

<table>
<thead>
<tr>
<th>Degrees Held</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A  B  C   D  E  F  G  H  I  J  Total</td>
</tr>
<tr>
<td>Master of Arts</td>
<td></td>
</tr>
<tr>
<td>Master of Education</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts</td>
<td>1  1  1  1  1  1  1</td>
</tr>
<tr>
<td>Bachelor of Teaching</td>
<td>1  1  1  1  1  1  1</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td></td>
</tr>
<tr>
<td>Diploma in Physical Education</td>
<td>1  1  1  1  1  1  1</td>
</tr>
<tr>
<td>Not answered</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3  2  1  3  4  2  2  1  3  2</td>
</tr>
</tbody>
</table>

college. The Diploma in Physical Education is given after a year of study at a physical education college.

One of the physical education instructors of the colleges of the study holds a Master of Arts degree; one holds a Master of Education degree; eight hold a Bachelor of Arts degree;
three hold a Bachelor of Teaching; and eight hold a Diploma in Physical Education. One instructor did not answer the question.

One physical education instructor holds four degrees or diplomas: a Master of Education, Bachelor of Arts, Bachelor of Teaching, and a Diploma in Physical Education. One instructor holds a Master of Arts and a Bachelor of Arts; two hold a Bachelor of Arts, Bachelor of Teaching, and a Diploma in Physical Education; one holds a Bachelor of Arts, Bachelor of Education, and a Diploma in Physical Education; three hold a Bachelor of Arts and a Diploma in Physical Education; and one holds a Diploma in Physical Education, only.

The methods of scheduling physical education classes in the women's colleges of the study are shown in Table IX, page 71.

In column one, the colleges are listed according to the classification described in Table I, page 59.

In column two, the length of physical education class periods in the colleges of the study is given. The length of class periods varies only slightly. Six of the colleges have forty-five minute class periods and four have forty-minute class periods.

In column three, the number of days per week each class meets is given. The number of times per week each class meets ranges from two times to six times. In four of the colleges
<table>
<thead>
<tr>
<th>Types of Colleges</th>
<th>Length of Period</th>
<th>Number of Days Per Week Each Meets</th>
<th>Grades Included in Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four-year College (A)</td>
<td>45 min.</td>
<td>2</td>
<td>All</td>
</tr>
<tr>
<td>Four-year College (D)</td>
<td>40 min.</td>
<td>5</td>
<td>All</td>
</tr>
<tr>
<td>Four-year College (F)</td>
<td>45 min.</td>
<td>3</td>
<td>All</td>
</tr>
<tr>
<td>Four-year College (G)</td>
<td>40 min.</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>Four-year College (H)</td>
<td>45 min.</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>Four-year College (J)</td>
<td>45 min.</td>
<td>2</td>
<td>11th</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>12th</td>
</tr>
<tr>
<td>Two-year University Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College (C)</td>
<td>45 min.</td>
<td>6</td>
<td>All</td>
</tr>
<tr>
<td>Two-year Intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College (E)</td>
<td>40 min.</td>
<td>3</td>
<td>All</td>
</tr>
<tr>
<td>Two-year Intermediate</td>
<td></td>
<td></td>
<td>Not Answered</td>
</tr>
<tr>
<td>College (I)</td>
<td>45 min.</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Two-year Teacher Training</td>
<td></td>
<td></td>
<td>C.T.</td>
</tr>
<tr>
<td>College (E)</td>
<td>40 min.</td>
<td>6</td>
<td>B. Ed.</td>
</tr>
</tbody>
</table>

**Table IX**

**Method of Scheduling Physical Education Classes in Selected Women's Colleges in the Punjab of West Pakistan**
of the study physical education classes meet six days per week; in two colleges, five days per week; in two, three days per week; and in two, two days per week. The range and the average number of days per week the physical education classes meet is four.

In column four, the grades included in the physical education classes are shown. All but one of the four-year colleges include physical education classes for students of all four years. One offers physical education classes only to the intermediate students in the four-year college. The two-year college on the university level offers physical education to all students; and the intermediate colleges offer physical education classes to all students because it is required by the government that all intermediate students take a certain number of physical education classes.

In the questionnaire the respondents were asked to give the average number of students in the physical education classes. In evaluating the responses, it was evident that there was some misunderstanding in interpreting the question. For this reason, the decision was made to omit the question in reporting the findings.

All except two of the colleges participating in the study indicated having an evening games period after regular college hours for the resident students. This is generally held after 4:00 P.M., and is usually conducted on a free-play
basis although all resident students are required to be present and to participate in some activity. Team practices and college tournaments often are held during this time.

The methods of scheduling the evening games period are shown in Table X.

**TABLE X**

SCHEDULING OF EVENING GAMES PERIOD IN SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN

<table>
<thead>
<tr>
<th>College</th>
<th>Length of Period in Terms of Minutes</th>
<th>Times Per Week Each Meets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>C</td>
<td>90</td>
<td>6</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>E</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>F</td>
<td>60</td>
<td>2</td>
</tr>
<tr>
<td>G</td>
<td>60</td>
<td>5</td>
</tr>
<tr>
<td>H</td>
<td>60</td>
<td>6</td>
</tr>
<tr>
<td>J</td>
<td>60</td>
<td>3</td>
</tr>
</tbody>
</table>

The length of time of the evening games periods extends from forty minutes to ninety minutes in the colleges of the study. The range is fifty. One college participating in the study has a ninety-minute evening games period; six have
a sixty-minute period; and one has a forty-minute evening games period. The average length of time is sixty-one minutes.

The number of times per week the evening games periods are held by the colleges of the study extends from two to six. The range is four. Four of the colleges of the study hold evening games periods six times per week; two, five times per week; one, three times per week; and one, two times per week. The average number of times per week is five.

Other scheduled physical education activities include rhythms and folk dancing for selected students in one of the colleges participating in the study. The teacher training college, also, has a compulsory theory class in physical education for the students preparing to be teachers. The length of the class period is forty minutes and the class meets two periods daily.

The number of colleges participating in the study that require a costume for participation in physical education to be worn by the students is shown in Table XI, page 75.

Nine of the ten colleges participating in the study require a costume to be worn by the students for participation in physical education classes.

The costume required in all of the nine colleges participating in the study consists of a white shalwar, white kamees, white tennis shoes and a dupatta which may be any color for regular classes, but must be of the color of the particular
TABLE XI

NUMBER OF COLLEGES OF SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN THAT REQUIRE A PHYSICAL EDUCATION COSTUME

<table>
<thead>
<tr>
<th>Required Costume</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there a costume required for participation in physical education?</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

college for inter-collegiate matches. The shalwar is a long, usually white cotton, pajama or slack which comes to the top of the shoes. The kameez is a straight shirt which comes to the knees, or just below the knees. It is usually fitted at the waist and slit from the bottom on both sides about three to six inches. The dupatta is a long narrow scarf that is worn draped over the shoulders. While participating in physical education activities, it is usually tied over one shoulder and around the waist.

This costume for physical education is the same in style as the everyday dress of the student, but the white color is a specific requirement. A student who wears regular dresses to college is permitted to wear a white dress in physical education class. The majority of the students wear the shalwar, kameez and dupatta.
The number of courts and playing areas available for physical education activities at the selected women's colleges participating in the study is shown in Table XII.

**TABLE XII**

NUMBER OF COURTS AND PLAYING AREAS AVAILABLE
AT SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN

<table>
<thead>
<tr>
<th>Types of Courts and Playing Areas</th>
<th>Number of Each</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Badminton Courts</td>
<td>4</td>
</tr>
<tr>
<td>Basketball Courts</td>
<td>4</td>
</tr>
<tr>
<td>Deck Tennis Courts</td>
<td>2</td>
</tr>
<tr>
<td>Netball Courts</td>
<td>6</td>
</tr>
<tr>
<td>Softball Diamond</td>
<td>8</td>
</tr>
<tr>
<td>Swimming Pool</td>
<td>10</td>
</tr>
<tr>
<td>Tennis Courts</td>
<td>4</td>
</tr>
<tr>
<td>Volleyball Courts</td>
<td>1</td>
</tr>
</tbody>
</table>
All of the colleges of the study have two or more badminton courts. Four of the colleges have two badminton courts; one has three; two, four; and three, six badminton courts. The number of badminton courts varies from two to six. The range of badminton courts is four, and the average number of badminton courts is 3.7.

Of the ten colleges participating in the study four of the colleges have no basketball courts and six have one basketball court. Basketball, as an activity for girls, was introduced in the women's colleges only a few years ago. It is very similar to the game of netball, already popular in most of the colleges. This may be a reason some colleges have not included it in their physical education program.

All of the ten colleges have, at least, one deck tennis court. Two of the colleges have one court; seven have two courts, and one has four courts. The range of deck tennis courts in each college is three. The average number of courts for each college is two.

All of the ten colleges, also, have at least one netball court. Six of the colleges have one netball court and four of the colleges have two netball courts.

Only two of the ten colleges have a softball diamond. Softball is not known to many of the people in Pakistan and probably is played only in locations where there has been some American influence.
At the time the questionnaire was sent, none of the colleges had a swimming pool of their own. An instructor indicated that one was in the process of being built. There, also, is a pool in Lahore at the location where the inter-collegiate tournaments are held. This pool is made available to the women's colleges. Some of the colleges have access to other pools in the city.

Six of the ten colleges have their own tennis courts. Four of the colleges have no tennis courts; four have one tennis court; and two have two tennis courts.

Nine of the ten colleges have at least one volleyball court. One college has no volleyball court; six have one volleyball court; two have two courts; and one has three volleyball courts.

Nine of the ten colleges have facilities for indoor activities. However, none of the instructors indicated that they have a gymnasium in their college. The climate in Pakistan is warm and temperate most of the school year. Except for rainy days and the extremely hot season, it is very pleasant for playing outdoors.

It was indicated by the instructor of one of the colleges of the study that the center floor of the college assembly hall is large enough to accommodate approximately forty-five girls for folk dancing and exercises and a table tennis table is located in the common room of one of the girls hostels.
In another college the instructor indicated that space is available for the teaching of simple exercises and folk dances. Facilities for indoor games, such as table tennis, carroms, ludo, chess, cards, and checkers are also available in the college.

Three of the instructors indicated that a room was available for table tennis and minor indoor games. Checkers, chess, ludo, Chinese checkers, cards and bocce were games that were named.

Three of the instructors mentioned only the availability of table tennis tables as facilities for indoor activities.

The equipment available in the selected women's colleges in the Punjab of West Pakistan is listed in Table XIII, page 80.

One of the ten colleges of the study has equipment for archery. It has twenty-four arrows and three bows.

The number of badminton nets each college has varies from two to twelve. The range is ten. One college participating in the study has twelve badminton nets; two have eight; three have six; two have four; and two have two. The average number of badminton nets is 5.8.

One college has sixty badminton rackets; three have fifty; two, forty; one, thirty-two; one, thirty; one, nine; and one, none. The girls furnish their own badminton rackets in the college which has none. The number of badminton rackets
### TABLE XIII

**AVAILABLE EQUIPMENT IN SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN**

<table>
<thead>
<tr>
<th>Equipment</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archery</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>24</td>
</tr>
<tr>
<td>Archery bows</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>3</td>
</tr>
<tr>
<td>Badminton nets</td>
<td>8</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Badminton racket</td>
<td>50</td>
<td>30</td>
<td>9</td>
<td>40</td>
<td>40</td>
<td>50</td>
<td>50</td>
<td>32</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Badminton shuttle-cocks</td>
<td>12</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>12</td>
<td>4</td>
<td>1*</td>
</tr>
<tr>
<td>Basketballs</td>
<td>2</td>
<td>1</td>
<td>...</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Discus</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>10</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Field hockey sticks</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>30</td>
</tr>
<tr>
<td>Javeline</td>
<td>6</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>8</td>
<td>15</td>
<td>12</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Netballs</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>6</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Cucits</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>6</td>
<td>6</td>
<td>...</td>
<td>...</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Rounders bat</td>
<td>...</td>
<td>4</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>Rounders balls</td>
<td>...</td>
<td>8</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td></td>
</tr>
<tr>
<td>Shot put</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Softballs</td>
<td>...</td>
<td>6</td>
<td>...</td>
<td>5</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>2</td>
</tr>
<tr>
<td>Softball bat</td>
<td>...</td>
<td>6</td>
<td>...</td>
<td>4</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>1</td>
</tr>
<tr>
<td>Tennis balls</td>
<td>24</td>
<td>6</td>
<td>...</td>
<td>24</td>
<td>24</td>
<td>12</td>
<td>...</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennis nets</td>
<td>4</td>
<td>2</td>
<td>...</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>...</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Volleyballs</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Volleyball nets</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

*In terms of dozens.

Spreads from none to sixty. The average number of badminton rackets is 36.1.

The number of shuttlecocks kept on hand by each college spreads from one dozen to twelve dozen. Two of the colleges keep on hand twelve dozen shuttlecocks; one keeps eight dozen;
four, six dozen; one, four dozen; one, two dozen; and one, one dozen. The college not furnishing the badminton rackets apparently furnishes the shuttlecocks for the students.

The number of basketballs each college has available ranges from none to six. One college has six basketballs; two have four; three, two; two, one; and two, none. The average number of basketballs is 2.2. Although it was indicated in Table XIII, page 76, that only six of the ten colleges have basketball courts, eight of the respondents indicated that they have basketballs available.

All of the colleges participating in the study have at least one discus, javelin and shot put.

The number of discuses each college has extends from one to ten. The range is nine. One college has ten discuses; three have four; three have three; two have two; and one has one. The average number of discuses is 3.6.

The number of javalines each college has extends from three to fifteen. There is a range of twelve. One college has fifteen javalines; one has twelve; one, ten; three, eight; two, six; one, five; and one, three. The average number of javalines is eight.

The number of shot puts each college has varies from one to five. The range is four. One college has five shot puts; two have four; six have two; and one has one. The average number of shot puts is three.
One college of the study has thirty field hockey sticks. The number of netballs each college has extends from one to six. The range is five. Two of the colleges have six netballs; three have four; one has three; three have two; and one has one. The average number of netballs is 3.4.

The number of quoits each college has extends from none to six. One of the colleges has six quoits; three have four; one has three; one has two; and four have none. The average number of quoits is 2.3.

One of the colleges of the study has equipment for the game of rounders. It has four rounders bats and eight rounders balls.

Although it was indicated in Table XII, page 76, that only two of the colleges have softball diamonds, three respondents indicated that they have softballs and bats available. One of the colleges has six balls and six bats; one has five balls and four bats; and one has two balls and one bat.

It was indicated in Table XII, page 76, that four of the colleges do not have tennis courts. All six of the colleges which have tennis courts have tennis balls available for the students. Three of the colleges have twenty-four tennis balls; one has twelve; and two have six. The other four colleges have none.
Only five of the colleges have tennis rackets available. The students of one college furnish their own. One college has twenty tennis rackets; one, twelve; two, six; and one, four.

It was shown in Table XII, page 76, that one of the colleges did not have a volleyball court. All of the nine remaining colleges have both volleyball nets and balls available. The number of volleyballs range from none to four. Three of the colleges have four volleyballs; two have three; three have two; one has one; and one has none. The average number of volleyballs is 2.3. One of the colleges in the study has four volleyball nets; one has three; five, two; one, one; and one has none. The average number of volleyball nets is two.

Other equipment available in the colleges was added to the list but the number of each was not given. Three of the colleges have table tennis tables, rackets, and balls. One college has a record player and folk dancing records. Another college has hooops and skipping ropes available for students studying to be teachers in primary schools.

The activities included in the regularly scheduled physical education classes in selected women's colleges in the Punjab of West Pakistan are shown in Table XIV, page 84.
### TABLE XIV

**ACTIVITIES INCLUDED IN REGULARLY SCHEDULED PHYSICAL EDUCATION CLASSES IN SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>10</td>
</tr>
<tr>
<td>Netball</td>
<td>10</td>
</tr>
<tr>
<td>Deck tennis</td>
<td>8</td>
</tr>
<tr>
<td>Exercises</td>
<td>8</td>
</tr>
<tr>
<td>Track and field</td>
<td>8</td>
</tr>
<tr>
<td>Volleyball</td>
<td>8</td>
</tr>
<tr>
<td>Basketball</td>
<td>6</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>6</td>
</tr>
<tr>
<td>Table tennis</td>
<td>6</td>
</tr>
<tr>
<td>Tennis</td>
<td>6</td>
</tr>
<tr>
<td>Drills</td>
<td>5</td>
</tr>
<tr>
<td>Folk dancing</td>
<td>5</td>
</tr>
<tr>
<td>Swimming</td>
<td>4</td>
</tr>
<tr>
<td>Softball</td>
<td>2</td>
</tr>
</tbody>
</table>

In the regularly scheduled physical education classes, badminton and netball are included in all ten of the colleges of the study; deck tennis, exercises, track and field and volleyball are included in eight; basketball, gymnastics, table tennis, and tennis, in six; drills and folk dancing, in five; swimming, in four; and softball, in two.

The activities included in the physical education classes tend to be more in the area of individual sports. Of the fourteen activities named, only four are team activities and one of the four is only played in two of the colleges.
The activities included in the evening games periods of the selected women's colleges in the Punjab of West Pakistan are shown in Table XV.

### TABLE XV

**ACTIVITIES INCLUDED IN THE EVENING GAMES PERIOD OF SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>10</td>
</tr>
<tr>
<td>Deck tennis</td>
<td>10</td>
</tr>
<tr>
<td>Netball</td>
<td>10</td>
</tr>
<tr>
<td>Table tennis</td>
<td>10</td>
</tr>
<tr>
<td>Track and field</td>
<td>7</td>
</tr>
<tr>
<td>Volleyball</td>
<td>7</td>
</tr>
<tr>
<td>Basketball</td>
<td>6</td>
</tr>
<tr>
<td>Folk dancing</td>
<td>5</td>
</tr>
<tr>
<td>Swimming</td>
<td>4</td>
</tr>
<tr>
<td>Tennis</td>
<td>3</td>
</tr>
<tr>
<td>Exercises</td>
<td>2</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>Softball</td>
<td>2</td>
</tr>
<tr>
<td>Drills</td>
<td>1</td>
</tr>
</tbody>
</table>

Badminton, deck tennis, netball and table tennis are activities included during the evening games period in all ten of the colleges participating in the study; track and field and volleyball are included in seven; folk dancing, in five; swimming, in four; tennis, in three; exercises, gymnastics, and softball, in two; and drills, in one.

The activities included in the evening games program of the colleges of the study are the same as the activities
presented in the regularly scheduled classes. However, the number of colleges including each activity is not the same in both cases. Therefore, it is evident that some colleges have activities included in the evening games period that are not taught in the regularly scheduled classes or have activities in the classes that are not included in the evening games period.

The activities in which inter-class matches are held in selected women's colleges in the Punjab of West Pakistan are shown in Table XVI.

### Table XVI

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>10</td>
</tr>
<tr>
<td>Deck tennis</td>
<td>9</td>
</tr>
<tr>
<td>Netball</td>
<td>9</td>
</tr>
<tr>
<td>Track and field</td>
<td>8</td>
</tr>
<tr>
<td>Volleyball</td>
<td>7</td>
</tr>
<tr>
<td>Basketball</td>
<td>6</td>
</tr>
<tr>
<td>Table tennis</td>
<td>5</td>
</tr>
<tr>
<td>Tennis</td>
<td>5</td>
</tr>
<tr>
<td>Softball</td>
<td>2</td>
</tr>
</tbody>
</table>

Inter-class matches are held in badminton in all ten of the colleges participating in the study; deck tennis and netball, in nine of the colleges; track and field, in eight; volleyball, in seven; basketball, in six; table tennis, in five; and softball, in two.
The activities in which inter-class matches are held tend to be individual rather than team activities. More than half of the activities named are individual sports.

The number of selected women's colleges in the Punjab of West Pakistan participating in the various university sports matches is shown in Table XVII.

**TABLE XVII**

**NUMBER OF SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN PARTICIPATING IN THE VARIOUS UNIVERSITY SPORTS MATCHES**

<table>
<thead>
<tr>
<th>University Sports Matches</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Netball</td>
<td>8</td>
</tr>
<tr>
<td>Badminton</td>
<td>7</td>
</tr>
<tr>
<td>Track and field</td>
<td>7</td>
</tr>
<tr>
<td>Volleyball</td>
<td>6</td>
</tr>
<tr>
<td>Basketball</td>
<td>5</td>
</tr>
<tr>
<td>Deck tennis</td>
<td>5</td>
</tr>
<tr>
<td>Tennis</td>
<td>5</td>
</tr>
<tr>
<td>Table tennis</td>
<td>4</td>
</tr>
</tbody>
</table>

The university matches are the inter-collegiate tournaments for students studying on the university level. Only eight of the ten colleges of the study have classes on the university level and are eligible to participate in the university matches.

All eight of the colleges participate in the netball matches; seven participate in the badminton matches and the track and field events; six participate in the volleyball
matches; five, in basketball, deck tennis, and tennis; and four, in table tennis.

The activities included in the university matches are the same as those included in the inter-class matches, with the exception of softball. Only three of the eight activities are team sports.

The number of selected women's colleges in the Punjab of West Pakistan participating in the various secondary board matches is shown in Table XVIII.

**TABLE XVIII**

**NUMBER OF SELECTED WOMEN'S COLLEGES IN THE PUNJAB OF WEST PAKISTAN PARTICIPATING IN THE VARIOUS SECONDARY BOARD MATCHES**

<table>
<thead>
<tr>
<th>Secondary Board Matches</th>
<th>Number of Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>8</td>
</tr>
<tr>
<td>Baseball</td>
<td>8</td>
</tr>
<tr>
<td>Deck tennis</td>
<td>7</td>
</tr>
<tr>
<td>Track and field</td>
<td>6</td>
</tr>
<tr>
<td>Basketball</td>
<td>5</td>
</tr>
<tr>
<td>Tennis</td>
<td>5</td>
</tr>
<tr>
<td>Volleyball</td>
<td>4</td>
</tr>
</tbody>
</table>

The secondary board matches are the inter-collegiate matches for students studying on the intermediate level. One of the colleges of the study does not have intermediate students, therefore, does not participate in the secondary board matches.
All except one of the nine colleges having intermediate level students participate in some of the secondary board matches. Eight of the colleges participate in the badminton and netball matches of the secondary board; seven participate in deck tennis matches; six, in track and field events; five, in basketball and tennis; and four, in volleyball matches.

In addition to the activities on the check list, one college indicated that mountaineering was offered for a few students once a year.

The respondents were asked to list any activities included in the physical education program that belong historically to the Pakistan or Indian culture. It was found that the activities within the physical education programs of the colleges of the study that are indigenous to the Pakistan culture are limited mainly to the area of folk dancing and rhythms. One of the most popular Pakistani folk dances is called the luddi. It is a group dance with a simple basic step, but it may be danced in many different patterns and formations. This dance provides great opportunities for creative activities within the physical education program. The dance is often used for demonstrations at special college programs or sports events.

Another activity that has its origin from the Pakistan culture is a race used often in track and field events. This is called the chatti race. Each runner must run the race with
a chatti, a clay jug, balanced on the head in the same manner that it is carried by women in the villages.

The activities listed by physical education instructors of selected women's colleges in the Punjab of West Pakistan in which girls may be able to participate after finishing college are shown in Table XIX.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Times Listed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Badminton</td>
<td>6</td>
</tr>
<tr>
<td>Swimming</td>
<td>5</td>
</tr>
<tr>
<td>Tennis</td>
<td>4</td>
</tr>
<tr>
<td>Table tennis</td>
<td>4</td>
</tr>
<tr>
<td>Track and field</td>
<td>4</td>
</tr>
<tr>
<td>Folk dancing</td>
<td>2</td>
</tr>
<tr>
<td>Exercises</td>
<td>1</td>
</tr>
<tr>
<td>Indoor games</td>
<td>1</td>
</tr>
</tbody>
</table>

Badminton was named six times by instructors of the colleges of the study; swimming was named five times; tennis, table tennis and track and field events were named four times; folk dancing, two times; exercises and indoor games, one time.

The respondents were asked to give ideas concerning the future value of the physical education experiences of the girls.
Four of the instructors indicated that learning good use of leisure time was a future value of the physical education program. One also pointed out that the physical education experiences of the woman student could be helpful in guiding and directing the activities of her children in the future.

Also listed by four of the instructors were values concerning health habits that could be learned and carried over into adult life. It was also pointed out that this could aid in guiding the children of the home to develop proper health habits.

Three of the values stated pertained to the ability to keep oneself physically fit through wholesome activity and to keep a nice figure. It was mentioned that corrective or remedial exercises could be done in the home, if needed.

It was stated that experience in leadership and the development of leadership qualities through physical education activities can be of value to an individual in later life. Whether this ability needs to be displayed in the home, community, or in an occupation, such as teaching it is a most desirable quality for success in adult life.

It was stated that learning how to lose and win will also help students to face other defeats and successes that they will no doubt have in later years.
The students who will be future teachers will have opportunities to use their physical education knowledge in their own teaching.

Many of the values given by the physical education instructors pertained to the personality development of the student. Learning such qualities as honesty, discipline, co-operation, patience, and courage were named by the instructors as values to be gained through experience in physical education activities. If these qualities can be learned in the area of sports, they will most likely be carried over into other areas of life.

The following data are based on the personal experience of the investigator from three years of teaching physical education in a women's college in the Punjab of West Pakistan.

The activities that girls will possibly have opportunities to participate in after finishing college were listed by the respondents. These opportunities, however, will not be available to all of the girls.

Most of the activities participated in by women after finishing college will be in the home. Some families have badminton sets and table tennis equipment in their own home. Opportunities for folk dancing will be available to some at family gatherings and parties. Exercises can be done in the home if the individual desires. Indoor games or quiet games have been a favorite pastime of the Islamic people in the past and can be participated in by women after finishing college.
Swimming facilities will be available to some but are very limited. Public pools do not exist in every area and many of the women do not participate in public swimming.

The number of tennis courts is also very limited. The city of Lahore, in which five of the colleges of the study are located, has a tennis club for women. However, a fee is charged for membership and many young girls and women cannot afford the cost.

Track meets are held in the country from time to time and the girls will have opportunities to enter if they are interested.

On the whole, the activities available to most of the women after leaving college will be very limited. Unless certain equipment and games are available in the homes many of the young women will have very little opportunity for participation in physical or recreational activities. At the present time, the availability of public facilities for sports and recreational activities outside the home are very limited, and women, especially, do not participate in public gatherings to a very great extent.
CHAPTER V

EVALUATION OF THE PHYSICAL EDUCATION PROGRAM
IN COLLEGES FOR WOMEN IN PAKISTAN AND
RECOMMENDATIONS FOR FUTURE
DEVELOPMENT

Evaluation of the Present Physical Education Program

The evaluation of the women's physical education program in the Punjab of West Pakistan is based on the findings of the study and the personal experiences of the investigator after three years of teaching physical education in a woman's college in the Punjab of West Pakistan.

The purposes of the physical education program in the women's colleges in the Punjab of West Pakistan pertain to all phases of the student's development. However, the social development of the individual seems to be of major concern. It is evident that the instructors of physical education in the women's colleges are greatly concerned with the social adjustment and character development of the women students.

It also is obvious that the development of health and physical fitness is an important purpose of the program of physical education within the women's colleges. It is of vital importance to have a physical education program in the
colleges that will contribute to the general health and fitness of the students and to encourage the forming of health attitudes and behavior patterns that will be practiced throughout life.

The expressed purpose to provide wholesome activities and teach good use of leisure time is also extremely important in the Pakistan society. Women of Pakistan often have a considerable amount of leisure time and there is a need for them to have an interest in some form of physical and recreational activity.

According to the degrees and the diplomas held by the instructors of the colleges of the study, the physical education programs seem to be under the direction of well-qualified instructors who have had professional education in the area of physical education. In some cases, however, effective teaching may be hindered due to extremely large classes.

The number of years of experience of the instructors is low in the case of half of the respondents. The other half have had from five to eighteen years of teaching experience.

The physical education program in the women's colleges consists almost entirely of outdoor activities. While facilities for outdoor activities seem adequate, indoor facilities are very limited. However, the Pakistan climate is warm and temperate most of the school year and it is quite pleasant playing out-of-doors.
A considerable amount of time is set aside in the college schedule for physical education activities. In addition to the regularly scheduled classes, an evening games period is held in most of the colleges which meets two to six times per week. It also is evident that participation in inter-class and inter-collegiate matches involves a large amount of time on the part of the students who take part in the various activities.

A wide variety of physical activities is offered in the physical education program of the colleges participating in the study. Both team and individual sports, exercises, gymnastics, drills, and folk dances are a part of the programs of most of the colleges. Swimming also is available to students of four of the colleges of the study. Students who are interested have many opportunities to participate in the activities and to develop skill and interest in a variety of games. However, the size of the classes in some of the colleges is large; and therefore, instructors are not always able to encourage and help those who do not take advantage of the varied opportunities for participation.

There are certain social forces within the Pakistan society that directly or indirectly effect the physical education program for women.

It has been observed that, on the whole, the girls of Pakistan have a considerable amount of interest and enthusiasm
for physical education activities. One reason is that there are not as many outside social activities and obligations that so often crowd the life of the American youth. The extra-curricular activities of the colleges in Pakistan usually consist of debates, dramatics and sports. The colleges are generally small and the life of the student is centered around the college activities. Therefore, students enter enthusiastically into all phases of the college program including the sports activities.

The strict social custom concerning the mixing of boys and girls on a social level has kept the physical education activities entirely separate for girls and boys. In both Western and Pakistani folk dances, girls often dress up and act the part of the boys. In the inter-collegiate tournaments and athletic meets, the field is enclosed and only girls and women spectators are allowed to attend.

The carry-over value of the physical education experiences of the student is especially important in Pakistan. Although college girls have many opportunities to enjoy varied types of physical activity while in college, their activities will be somewhat limited after leaving college. The majority of the girls will take their place in the home. Therefore, it is very important that the physical education program provide opportunities for students to develop an interest in some activity that can be used in their particular situation.
It also is important that lasting behavior patterns and attitudes concerning healthful living and wholesome personal relationships are developed to guide students in the tremendous task of raising children and making a home for the whole family.

Recommendations for the Future Development of the Physical Education Program

1. Classes should be large enough for team play and competition, but small enough for the teaching of skills. Thirty to forty students is an ideal number of students for physical education classes.

2. Class organization should be such as to insure the participation of all students. This especially is necessary when the classes are larger than the desired number.

3. An effort should be made by the instructor to be aware of, and to help, those students who are not skilled and not interested in physical education activities.

4. The physical education program should provide opportunities for the exceptionally skilled students to further develop their skills.

5. The physical education program should be designed to meet the needs of the largest possible number of students in the college.

6. The program should be varied so that all students will find some activity in which they will experience some degree of success and enjoyment.
7. Students should be encouraged to develop interest in a variety of activities.

8. An effort should be made to include more activities which portray the rich cultural heritage of Pakistan.

9. Exercises for the development of physical fitness, posture, and endurance should be taught with explanations of their particular values so that they can be done in the home if desired.

10. If health education is not a part of the regular college curriculum, it should be included, to an extent, in the physical education classes.

11. All students should be encouraged to develop an interest in some activity that can be carried over after leaving college.

12. Activities that could be enjoyed in the home with the family should be presented in the physical education program.

13. The program of physical education should provide opportunity for learning proper health habits and attitudes. An understanding of the importance of health and physical fitness should be instilled in the students. These habits and attitudes can be of great value to the student in the future as a mother guiding her children.

14. The highest qualities of sportsmanship should be stressed in the physical education program. Such attributes
as honesty, loyalty, dependability, fair play and respect for others feelings should be encouraged at all times.
CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS
FOR FUTURE STUDY

Summary of the Study

An evaluative study was made of the physical education program for college women in the Punjab of West Pakistan with recommendations for future development.

The following purposes were established for the study:

1. To make a study of the past and present Pakistan culture significant to physical education for college women in the Punjab of West Pakistan.

2. To make a study of the present physical education program for women in colleges in the Punjab.

3. To evaluate the present physical education program for women in colleges in the Punjab of West Pakistan.

4. To make recommendations for future development of the physical education program for college women in the Punjab of West Pakistan.

The study was limited to the evaluation of the physical education program for college women in the Punjab of West Pakistan with recommendations for future development.

The instrument used for the collection of data was a questionnaire sent to women physical education instructors in colleges in the Punjab of West Pakistan.

101
The questionnaire was sent to fifteen colleges. Ten of the questionnaires were returned.

The data for the questionnaire were tabulated under the following classifications of the areas of inquiry: general information, administration of the physical education program, facilities and equipment, and activities used in the physical education program.

Summary of the Findings of the Study

A summary of the findings of the study is presented below:

1. The emphasis on college education for women in Pakistan is relatively new. Six of the ten colleges participating in the study have been founded since 1950. Some colleges for women existed earlier, but the number of women who received a college education was quite limited in the past.

2. The average enrollment of the women's colleges participating in the study is 633. The average number of staff members is thirty-five.

3. Physical education classes are required of the intermediate students by the government, but not of the students studying on the university level. However, classes for the university-level students are included in all except one of the four-year colleges.
4. The objectives of the physical education instructors in the colleges of the study were mainly concerned with the social development of the students. Objectives concerning social development were listed twice as often as objectives concerning the physical development of the students. Only two of the objectives named pertained to the development of skills.

5. The number of years of experience of the physical education instructors ranges from one to eighteen years. Half of the instructors have had from one to four years of experience. Of the other half, three have had over ten years of experience.

6. All except two of the physical education instructors have a Bachelor of Arts degree and a Diploma in Physical Education. Three have an additional year of study at a teacher training college in which they received a Bachelor of Teaching degree. Two of the instructors have a master's degree.

7. The scheduling of physical education activities consists of regularly scheduled classes during college hours, which meet for either forty or forty-five minutes. The schedule of the classes in the colleges of the study varies from two to six times per week. Eight of the ten colleges have an additional evening games period after regular college hours for the resident students. The number of times per week the evening games periods are held varies from two to six.
8. The majority of the colleges of the study participate in inter-class and inter-collegiate matches.

9. The costume required for physical education classes is the same in style as the everyday dress. The only requirement is that the student wear all white, except for the dupatta. Tennis shoes are required.

10. Badminton, deck tennis and netball courts are available in all of the ten colleges. All, except one, of the colleges have a volleyball court. Only two have a softball diamond. Basketball and tennis courts are available in six of the colleges and none have a swimming pool.

11. Limited indoor facilities are available in all, except one, of the colleges, but none of the colleges of the study have a gymnasium.

12. The equipment available in all ten of the colleges consisted of badminton equipment, netballs, and track and field items, such as the javelin, discus and shot put. Volleyball equipment is available in all except one of the colleges. Tennis equipment and quoits are available in over half of the colleges; softball equipment, in two; and archery equipment, field hockey sticks, and rounders equipment in one of the colleges.

13. Badminton, netball, and deck tennis are the three activities included most often in all of the areas of the physical education program. Track and field events and
volleyball also are a major part of the physical education programs of many of the colleges.

14. Very few of the activities in the physical education program are indigenous to the Pakistan culture. Folk dancing is the main activity used that stems from the Pakistan culture.

15. According to the activities listed by the instructors of the colleges, badminton, swimming, tennis, table tennis, athletics and folk dancing are activities that students will possibly have an opportunity to participate in after leaving college.

16. Of the ideas presented by the respondents concerning the future value of physical education for the girls of Pakistan, good use of leisure time, improvement of health habits, and better understanding in guiding the habits and activities of the children were named most frequently.

Conclusions

The following conclusions were drawn from the findings of the study:

1. The influence of the interaction of social forces in the Pakistan culture is evidenced in the physical education program for college women in present-day Pakistan.

2. While the historical culture of Pakistan is rich in physical activities, the modern day physical education program has been shaped, mainly, by the influence of Western cultures.
3. A recognition of common elements in the Pakistan culture is reflected by the similarity in the physical education program for women in the various colleges.

4. The acceptance of the girl as a participant in organized physical activities is related to the extension of organized education for girls in Pakistan.

5. The future development of the physical education program for college women must be in accord with the possible changes in the role of women in the Pakistan culture.

6. The predominance of individual sports in the college is in accord with the type of activity that will be functional after college life.

7. The physical education instructors of the study are well-qualified academically, although the number of years experience of half of the instructors is low.

8. A desirable amount of time in the college program is given to physical education activities in the colleges of the study.

9. The instructors of the study showed a consciousness of the import of physical education for the development of social qualities of the Pakistan girl.

Recommendations for Future Study

The following studies are recommended for future research:
1. A study similar to the present one of the secondary schools in Pakistan.

2. A study of the professional education of physical education instructors of Pakistan.
Dear __________________:

From the year 1958 to 1961, I was very fortunate to have the opportunity to teach physical education at Kinnaird College in Lahore. During those three years, I developed a very deep interest in Pakistan and in the program of Physical Education for young college women. At the present time, I am a graduate student at North Texas State University working toward a master's degree. For my thesis, I have chosen to undertake a study of the physical education program for college women in the Punjab area of West Pakistan.

My knowledge of the present physical education program is limited to that obtained in three years at one college. In order for me to get a broader and truer picture of physical education for women in Pakistan, I need the help of others. You are in a position to make important contributions to my study. Therefore, I wish to ask you to please assist me by filling out the enclosed questionnaire.

In reporting the findings of the study, no identity will be revealed of persons answering the questionnaire nor of the institution. I assure you that I am undertaking this study because of a very deep interest and love for the people of Pakistan.

When the thesis is completed, a copy will be sent to the Kinnaird College library. I hope it will be of some interest and value to those of you in the profession of women's physical education in West Pakistan.

I am most grateful to you for all that you did for me during my three years in Pakistan and for the giving of your time to contribute to my study.

A self addressed stamped envelope is enclosed for returning the questionnaire to me. I would appreciate it very much if you could return it at the earliest possible date.

Very sincerely,

Dorothy Kraft
A QUESTIONNAIRE FOR THE STUDY OF THE PHYSICAL EDUCATION PROGRAM IN WOMEN'S COLLEGES IN THE PUNJAB AREA OF WEST PAKISTAN, 1963

by

Dorothy Kraft
North Texas State University
Denton, Texas, U.S.A.

Directions For Filling Out The Questionnaire

The questionnaire is to be filled out by the physical education instructor of the college. Give the information requested by filling in the blanks or checking the appropriate items. When completed, return the questionnaire to Miss Roma Jivanandham, Kinnaird College for Women, Lahore.

* * * * * * * * * * * * * * * *

Part I. General Information

A. Name of the college: ____________________________________________

B. City in which college is located: _________________________________

C. Year the college was founded: _________________________________

D. Please check the grades or classes included in the college:
   1. Arts
      a. ___2nd year BA      d. ___2nd year BSc
      b. ___1st year BA      c. ___1st year BSc
      a. ___11th year FA     b. ___12th year FSc
      a. ___11th year FSc

E. Number of students enrolled in the college: __________

F. Number of staff members in the college: __________

G. Is there a government requirement for physical education in your country? ______
   If so, write the requirement here.

H. In the space below, state the objectives held by your college for its program of physical education.
Part II. Administration of the Physical Education Program

A. Information concerning the physical education instructor.

Give the number of years of experience and the degrees or certificates you hold under column I. Use columns II, III, or IV, as needed, if there are additional physical education instructors in your college.

<table>
<thead>
<tr>
<th>Years of Experience</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>4. Above 14</td>
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<td></td>
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<tr>
<td>3. 10 to 14</td>
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<td></td>
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<tr>
<td>2. 5 to 9</td>
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</tr>
<tr>
<td>1. 0 to 4</td>
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</tbody>
</table>

B. Scheduling of physical education classes and activities:

In column I, some of the ways a physical education program may be scheduled in a college are listed. Indicate each way the physical education program is scheduled in your college by describing it under the columns II, III, IV, and V. If the physical education program is scheduled in any other way in your college, list and describe it in the column marked, Others.

<table>
<thead>
<tr>
<th>I Basis of Scheduling</th>
<th>II Length of period</th>
<th>III Number of days per week each meets</th>
<th>IV Classes or grades included</th>
<th>V Average number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regularly scheduled classes of physical education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Games period for whole college during college hours</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Evening games period after college hours</td>
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</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
C. 1. Is there a costume required for participation in physical education by the students? Yes___; No___

2. If so, describe:

Part III. Facilities and Equipment

A. Available space

1. Indicate the number of the following courts and areas for activity available at your college.

   a. ___ badminton courts
   b. ___ basketball courts
   c. ___ deck tennis courts
   d. ___ softball courts
   e. ___ softball diamond
   f. ___ swimming pool
   g. ___ tennis courts
   h. ___ volleyball courts

   List any others, giving number for each:

2. a. Do you have facilities for indoor activities? Yes___; No___

   b. If so, describe:

B. Available equipment

1. Indicate the equipment you have by writing the approximate number of each item your college has.

   a. ___ badminton nets
   b. ___ badminton rackets
   c. ___ basketballs
   d. ___ discus
   e. ___ javelin
   f. ___ softballs
   g. ___ quoits
   h. ___ shot put
   i. ___ shuttlescocks
   j. ___ softballs
   k. ___ softball bats
   l. ___ tennis balls
   m. ___ tennis rackets
   n. ___ tennis rackets
   o. ___ volleyballs
   p. ___ volleyball nets

   List any others, giving number for each:
### Part IV. Activities Used in the Physical Education Program

A. In column A, is given a list of physical education activities. In columns B, C, D, E, F, and G, are given possible organized ways by which the physical education program can be administered. Describe your physical education program by placing a check mark opposite each activity you use in each of the organized ways you administer your program.

<table>
<thead>
<tr>
<th>Physical Education Activities</th>
<th>B: Regularly scheduled classes</th>
<th>C: College games period</th>
<th>D: Evening games</th>
<th>E: Inter-class matches</th>
<th>F: University matches</th>
<th>G: Secondary Board matches</th>
<th>H: Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. badminton</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. basketball</td>
<td></td>
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<tr>
<td>3. dodge tennis</td>
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<td>4. drills</td>
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<td>5. exercises</td>
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<tr>
<td>6. folk dancing</td>
<td></td>
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<tr>
<td>7. gymnastics</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>8. netball</td>
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<td>9. softball</td>
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<tr>
<td>10. swimming</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>11. table tennis</td>
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<tr>
<td>12. tennis</td>
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</tr>
<tr>
<td>13. track &amp; field</td>
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<td>14. tumbling</td>
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<td>15. volleyball</td>
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<tr>
<td>others</td>
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</tbody>
</table>

B. List any activities included in the program that belong historically to the Pakistan or Indian culture.

C. List any activities included in the physical education program that you feel the girls will have an opportunity to participate in after they have finished college.

D. Do you feel the physical education experience of the girls in college will be of some value to them in their future life? 
   If so, in what ways:

(Please sign name)
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